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ABSTRACT

This annotated bibliography contains approximately 900 citations of material written about Puerto Ricans residing in the mainland United States. Also included is a section listing published bibliographies that cover literature on Puerto Rico and Puerto Ricans. Citations within each section are listed in alphabetical order by author or sponsoring institution, and include books, monographs published by public and private agencies, and articles from scholarly and popular periodicals, including newspapers. Most of the works cited were published after 1955, though some earlier materials are also listed. (GC)

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PUERTO RICANS IN CONTINENTAL UNITED STATES

A BIBLIOGRAPHY SELECTED AND ANNOTATED

BY

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BIBLIOGRAPHIES:

Alemany, Ana R. (comp.), Las Publicaciones Oficiales del Gobierno del Estado Libre Asociado de Puerto Rico: Bibliografia. Cayey, P.R.: University of Puerto Rico, 1968.

A mimeographed bibliography of the official publications of the Commonwealth of Puerto Rico. The nature and degree of participation of the agencies covered gives it its uneven quality.

Andic, Fuat, and Suphan Andic, "An Annotated Bibliography of the Economy of Puerto Rico, 1954-1969," Handbook of Latin American Studies, 31 (1969), 574-587.

Since the economic state of the island is one of the primary influences upon the patterns of the migration, this bibliography provides a guide for the study of the "pull" and the "push" forces from the insular side. The authors review the literature and point out areas, such as an unjust income distribution and a regressive tax structure, that require further analysis.

Archivo General de Puerto Rico, Guia al Archivo General de Puerto Rico. San Juan: Instituto de Cultura Puertorriquena, 1964.

The archives of Puerto Rico were established in 1955. They are the depository for all government documents, including municipal ones, that have left the active files. They therefore hold the materials for studying the social characteristics of the population and the state of the society that promotes or hinders migration over a given time span.

Baâ, Enid M. (comp.), Theses on Caribbean Topics, 1778-1968. San Juan: University of Puerto Rico Press, 1970.

The bibliography includes both doctoral and master's theses. It has a geographical, a subject, an author,

and a granting institution index. More than two hundred of the items are on Puerto Rico. It is unfortunately incomplete.

Bayitch, S. A., Latin America and the Caribbean: A Bibliographical Guide to the Works in English. Coral Gables: University of Miami Press, 1967.

About twenty-five pages are dedicated to articles, books, and pamphlets on Puerto Rico.

Biddle, Stanton F., "The Puerto Rican New Yorker: A Guide to Available Materials at the Municipal Reference Library," Municipal Reference Library Notes, 41 (September, 1967), 81-87.

Bird, Augusto (comp.), Bibliografía puertorriqueña de fuentes para investigaciones sociales, 1930-1945. 2 vols. Río Piedras: University of Puerto Rico, 1946-1947.

A list of articles, books, government documents and pamphlets. The first volume contains works of a scientific nature, dealing with health and natural history. The second volume is devoted to the social sciences. It is unannotated but it continues Pedreira's bibliography (which see) and the University is attempting to bring it up to date.

Bravo, Enrique R. (comp. and annotator), An Annotated Selected Puerto Rican Bibliography. New York: Columbia, 1972.

A bilingual bibliography that annotates about 340 items and lists a great many more by topic. It covers the following areas: anthropology and sociology, political science, cultural development and national roots, economy, education, geography, history, linguistics, literature, relations with the Hispanic world, and religion and philosophy. It also has a list of periodicals, reference books, and official publications, together with an appendix that lists important community institutions and their addresses. It does not list articles.

Brooklyn College. Institute of Puerto Rican Studies. The Puerto Rican People; a selected bibliography for use in social work education. New York: Council on Social Work Education, 1973.

Bushong, Allen D. (comp.), Doctoral Dissertations on Pan American Topics Accepted by United States and Canadian Colleges and Universities, 1961-1965: Bibliography and Analysis. Austin: University of Texas, 1967.

Sixty-one of the items concern Puerto Rico.

Commonwealth of Puerto Rico. Bureau of the Budget. Division of Statistics. Report on Surveys, Research Projects, Investigations and Other Fact-gathering Activities of

the Government of Puerto Rico: 1949-1953. 3 vols. San Juan: Bureau of the Budget, 1949-1953.

A guide to massive official documentation during early period of migration.

Commonwealth of Puerto Rico. Department of Labor. Migration Division. The People of Puerto Rico: A Bibliography. New York: Commonwealth of Puerto Rico, n.d.

A list of articles, books, pamphlets, and theses on Puerto Ricans in the United States. It is unannotated. Probably compiled by F. Cordasco (see his other items).

Commonwealth of Puerto Rico. Planning Board. Bureau of Economics and Statistics. Anuario estadístico. Statistical Yearbook. San Juan: Planning Board, serial.

A bilingual annual publication that is one of the basic sources for the analysis of the social and economic characteristics of the population during a given period.

Cordasco, F., Eugene Bucchioni, and Diego Castellanos (comps.), Puerto Ricans on the Mainland: A Bibliography of Reports, Texts, Critical Studies, and Related Materials. Totowa, N.J.: Rowman and Littlefield, 1972.

Top-heavy on education, but the annotation is spotty. Of particular value is the listing of manuscript materials in the Covello Papers. The work is divided into the following sections: (1) an introduction by Castellanos and amended by Cordasco on education, (2) a list of bibliographies, (3) a list of works on the island background, followed by sections on (4) migration to the U.S., (5) conflict and acculturation experiences on the mainland, (6) education, and (7) the most important social needs of the community, such as employment, housing, health, etc. Cordasco is an educational consultant to the Migration Division.

Cordasco, F., and Leonard Covello (comps.), Studies of Puerto Rican Children in American Schools: A Preliminary Bibliography. New York: Commonwealth of Puerto Rico, 1967.

Although incomplete, it contains around 450 items. An introductory note highlights the major works and the principal sources of information. The bibliography is divided into three parts. The first part lists unpublished materials. The second part lists published materials (most of which are in the Covello Collection at Benjamin Franklin High School in East Harlem). The third part consists of materials from the New York City Board of Education, both published and unpublished.

Current Caribbean Bibliography. Hato Rey, P.R.: Caribbean Economic Development Corporation, serial.

A trilingual bibliography: English, French, and Spanish. It has classified entries, an alphabetical index, and a specification about the libraries that hold each item. Since 1970 it has been computerized.

Dossick, Jesse J. (comp.), Doctoral Research on Puerto Rico and Puerto Ricans. New York: New York University, 1967.

From 1898 to 1966, 320 doctoral dissertations were prepared on Puerto Rico and Puerto Ricans for American universities. About half of these were written by Puerto Ricans.

Hill, M. D., and H. B. Schleifer, Puerto Rican Authors: A Biobibliographic Handbook. Metuchen, N.J.: Scarecrow Press, 1974.

Since most Puerto Rican authors were also important community leaders, the handbook provides information on the island's elites.

Index to Latin American Periodical Literature, 1929-1960. Boston: G. K. Hall, 1962.

The periodicals indexed cover Latin American culture, economics, politics, and society. A list of seven pages covers Puerto Rico. The indexing is continued by the next item.

Indice General de Publicaciones Periódicas Latinoamericanas: Humanidades y Ciencias Sociales. Metuchen, N.J.: Scarecrow Press, 1961-

A quarterly index to Latin American periodicals in the humanities and the social sciences, with an annual cumulative issue with an index for the year. Latin American periodicals provide a forum for Puerto Rican intellectuals and scholars.

Information Retrieval Center on the Disadvantaged (IRCD), Bulletin

1) "Puerto Rican migrants on the mainland of the U.S.: A Review of the literature," by Gertrude S. Goldberg.
2) "La Vida: Whose Life?," by Gertrude S. Goldberg and Edmund W. Gordon.
   A list of reviews of Oscar Lewis' La Vida.
3) "A Bibliography on the Puerto Rican Population and Selected Background Studies."

International Migration Review. "An Annotated Bibliography on Puerto Rico and Puerto Rican Migration," International Migration Review, 2 (1968), 96-102.

Short but good selection of books and articles with incisive annotations.

Kidder, Frederick E., and Allen D. Bushong (comps.), Theses on Pan American Topics Prepared by Candidates for Doctoral Degrees in Universities and Colleges in the United States and Canada. Washington, D.C.: Pan American Union, 1962.
There are 300 items on Puerto Rico for the period covered (1869-1960).

Kirschner, Madeline, "Puerto Rican Bibliography," RQ (1969), pp. 9-19.
A list from the holdings of the Brooklyn Public Library.

Latin American Newspapers in United States Libraries: A Union List. Austin: University of Texas Press, 1968.
Seventy libraries in the United States had holdings of Puerto Rican newspapers as of 1968.

Ledesma, Moisés, Bibliografía cultural de Puerto Rico (anotada). New York: Plus Ultra, 1970.
A list of Puerto Rico's cultural leaders, who are also the cultural leaders of the mainland communities.

Monserrat, Joseph. Puerto Ricans in New York City. New York: Commonwealth of Puerto Rico, 1967.
An incomplete short bibliography deposited with the Covello Papers. Monserrat was once Director of the Migration Division of the Department of Labor of the Commonwealth. The Migration Division publishes a great deal of material.

Morris, James D., and Efrén Córdova, Bibliography of Industrial Relations in Latin America. Ithaca, N.Y.: Cornell University, 1967.
Eight pages dedicated to Puerto Rican unions: the union movement, relations between worker and employer, labor force sociology and economics, social security and labor are some of the topics covered in articles, books, dissertations and pamphlets.

Parker, Franklin. Latin American Education Research: Annotated Bibliography of 269 United States Doctoral Dissertations. Austin: University of Texas, 1964.
There are 66 dissertations from 1923 to 1961 dealing with Puerto Rican topics.

Pedreira, Antonio A. Bibliografía puertorriqueña (1493-1930). Madrid: Imprenta Hernando, 1932. New York: B. Franklin Reprints, 1974.
The most important bibliography on Puerto Rico ever published. Pedreira attempted to list everything ever written by a Puerto Rican or about Puerto Rico and he almost succeeded. Once in a while there are errors in

his references. He has a section on immigration and emigration, and some of those items will be listed later on.

Ribes Tovar, Federico, Enciclopedia puertorriqueña ilustrada. The Puerto Rican Heritage Encyclopedia. 3 vols. San Juan: Plus Ultra, 1970.

A mass of information, with a great many errors. Not scholarly, but a convenient source for a general impression of a great many topics. But the information should not be accepted without checking with other sources. The second volume deals with Puerto Ricans in New York.

Rivera, Guillermo, A Tentative Bibliography of the Belles Lettres of Porto Rico. Cambridge, Mass.: Harvard University Press, 1931.

Besides listing what are usually regarded as belles lettres, it also lists histories, biographies, speeches, and articles relevant to the social sciences.

Roca, Angelina de, Bibliography. Río Piedras: University of Puerto Rico, College of Social Sciences, n.d.

An annotated bibliography on bilingualism that covers the period 1950 to 1962.

Senior, Clarence. Bibliography of Puerto Ricans in the United States. New York: Commonwealth of Puerto Rico, 1959.

Senior, C., A Selected Bibliography on Puerto Rico and the Puerto Ricans. New York: Commonwealth of Puerto Rico, 1951 (annotated).

Senior, C., and Donald W. Watkins, "Toward a Balance Sheet on Puerto Rican Migration," in U. S. Congress, United States-Puerto Rico Commission on the Status of Puerto Rico, Selected Background Studies, pp. 689-795. Washington, D.C.: Government Printing Office, 1966.

The annotated bibliography is probably the best up to the middle of 1965. They did not attempt for complete coverage and there are interesting items they did not include.

Social Sciences and Humanities Index. New York: H. W. Wilson, 1907-

An index to periodical literature. It is incomplete and does not index popular and foreign periodicals. Puerto Ricans in the United States is one of the subjects indexed.

Toro, Josefina del, "A bibliography of the collective biography of Spanish America," University of Puerto Rico Bulletin, 9 (1938), 61-72.

A list of the names of those persons whose biography is included in collective biographies that were published in the early years of the century.

Toro Sugrañes, José A. (comp.), Almanaque Boricua. San Juan: Editorial Cordillera, 1972-

The equivalent of a World Almanac for Puerto Rico. It condenses a mass of information. Specially valuable are its chronology, its lists of statistics (including one on Puerto Ricans in the United States), and its summary of information on each of the municipalities. It is to be hoped that it will continue to be published. I am familiar with the 1973 edition.

U.S. Committee on Opportunities for Spanish-speaking People. The Spanish-speaking in the United States: A Guide to Materials. Washington, D.C.: Government Printing Office, 1971.

A list of more than 1,300 items, many of them annotated, on the educational, political, and social characteristics of Cubans, Mexican-Americans, and Puerto Ricans in the United States. It is primarily devoted to Mexican-Americans.

University of Puerto Rico. College of Pedagogy. Audio-visual Center. Catálogo de Materiales. Río Piedras: University of Puerto Rico, 1971.

An alphabetical list by subject of the films, records, and slides of the audiovisual center. A record of the world of the migrants that can be used for historical reconstruction.

University of Puerto Rico. Graduate School of Social Work. Lista de tésis de la Escuela Graduada de Trabajo Social. Río Piedras: University of Puerto Rico, 1971.

A list of the master's theses in social work submitted to the Graduate School from 1945 to 1970.

University of Puerto Rico. School of Public Administration. Tésis presentadas para el grado de Maestro en Administración Pública. Río Piedras: University of Puerto Rico, 1971.

A list covering the years 1945-1970 of master's theses in public administration.

University of Puerto Rico. School of Social Sciences. Department of Economics. Compendio de las tésis de maestría presentadas ante la facultad del Departamento de Economía. Río Piedras: University of Puerto Rico, 1970.

Abstracts of master's theses prepared for the Department of Economics during the period 1958-1959.

Velazquez, Gonzalo (comp.), Anuario bibliografico puerto-rriqueno. San Juan: Department of Public Instruction, 1948-

Usually long behind schedule, unannotated, and very difficult to use, it is still the essential guide for everything that was published in Puerto Rico during the year. It lists books, pamphlets, periodicals, and newspapers.

Vivo, Paquita (ed.), The Puerto Ricans: An Annotated Bibliography. New York: Bowker Co., 1973.

An annotated guide of 2,600 entries to the history and culture of Puerto Ricans, both in Puerto Rico and in the United States. It lists books, pamphlets, periodical literature, government documents, dissertations, periodicals, audiovisual materials, and publishers and distributors. Using the best guides and collections to compile it, the editor gives preference to recent titles, to those easily accessible, and to works in English. Most of the entries are annotated. However the articles are not. Specially valuable is the section on audiovisual aids, which lists and annotates motion pictures and filmstrips. Several of them deal with Puerto Ricans in the United States. As of now this is the best general bibliography.

Zirkel, Perry (comp.), A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students. Hartford, Conn.: Department of Education, 1971.

A guide to teachers concerned with the education of Puerto Rican students both in the United States and in Puerto Rico.

WRITINGS ON PUERTO RICANS IN CONTINENTAL UNITED STATES:

Abad, V., et al., "A Model for Delivery of Mental Health Services to Spanish-Speaking Minorities," American Journal of Orthopsychiatry, 44 (1974), 584-95.

Abrams, Charles, "How to Remedy Our 'Puerto Rican Problems,'" Commentary, 19 (February, 1955), 120-27.

_____, "New Neighbors in Old Neighborhoods." New York: American Jewish Committee, 1954.

The text of a speech made on October 8, 1953, to the American Jewish Committee in New York City.

_____, "The Puerto Rican Airlift," in Charles Abrams Forbidden Neighbors, pp. 56-69. New York: Harper and Row, 1955.

In these selections, which include similar material, the author emphasizes that the root of the problem is the poor housing of the neighborhoods into which Puerto

Ricans must settle. Touches on the educational, employment, and housing needs of the new migrants. The migrants themselves must create leadership and establish settled communities. Valuable documents after a decade of heavy migration, giving also some information on the reactions of the older residents. Education, employment, and housing are the main themes of most of the literature.

_____, "New York's New Slums," New Leader (January, 1956), pp. 20-23.

According to Abrams, there was a lack of adequate and sufficient housing in New York City before the 1940's, when the great migration of Puerto Ricans began. Landlords divided their apartments into smaller units, increasing the rent of the same space 4 to 5 times, and rented these to the new migrants. It was the landlords, therefore, who created the conditions for the new slums.

Abramson, Michael, and the Young Lords Party, Palante: Young Lords Party. New York: McGraw-Hill, 1971.

In 1969 a revolutionary political organization was founded in New York called the Young Lords Party. Besides the politization of the Puerto Rican community, it concerned itself with health problems, such as giving free breakfasts to children and testing for lead poisoning and tuberculosis, with sexism, and in general with some of the interests of part of the Puerto Rican "second generation." Here some of the Young Lords discuss their beliefs, their personal histories, their involvement with the party and its history. The group changed its name to the Puerto Rican Revolutionary Workers Organization.

For a discussion of the change see Abelardo López, Puerto Rico and the Puerto Ricans, pp. 331-32 and 337-38. The volume, as it is evident, is very useful for the study of the "second generation." The photographs which compose the second part of the book also serve for an understanding of their dress-styles. Particularly interesting is the contrast between the styles of the Young Lords and those of members of the MPI (the Puerto Rican Pro-Independence Movement, now the Puerto Rican Socialist Party). In fact, the YLP changed its name and turned from an emphasis on the struggle for Puerto Rican independence to the bettering of the conditions of Puerto Rican mainland communities due to its rejection as representative of Puerto Ricans by island pro-independence groups.

Academia Puertorriqueña de la Historia, Boletín, Vol. 1 (November, 1968). San Juan, Puerto Rico.

The official publication of the Puerto Rican Academy of History.

Acosta, M., "Materials Developed by the Bilingual Project," New York Society for the Experimental Study of Education: Yearbook, 1967, pp. 30-32.

Adams, Velma A., "Hostos Community College Mixes Dreams and Reality," College Management, 7 (1972), 15-22.

AFL-CIO. Community Service Activities. Our Puerto Rican Fellow Citizens. New York: AFL-CIO, 1960.
The AFL-CIO sponsored a national conference on Puerto Ricans in which were discussed the role that public and private organizations could play to help the new migrants adapt to life in big cities so unlike the town and country life most of them are familiar with. The conference made recommendations on consumer affairs, family life, health, housing, recreation, and welfare. This is the report of that conference. Included are articles by J. P. Fitzpatrick on "Puerto Rican Culture and Organized Social Services" and by Sister Thomas Marie on "Family Customs of Puerto Ricans and Organized Social Service."

_____. Labor Advisory Committee on Puerto Rican Affairs. Interim Report. New York: AFL-CIO, 1955.

Agostini de del Río, Amelia, Puertorriqueños en Nueva York (Cuentos). New York: Colección Montaña, 1970.
A collection of short stories on Puerto Ricans in New York.

Agueros, Jack, The Spanish-speaking Community of Greater Cleveland. Cleveland, Ohio: John Carroll University, 1970.
A survey of Spanish-surnamed individuals in Greater Cleveland, seeking to specify their numbers and characteristics.

Albizu, Carlos, and Herbert Marty, "Observations on Puerto Rican Personality," Revista de Ciencia Sociales, 2 (1958), 383-400.
Two independent studies were made in Puerto Rico and Chicago of lower-class Puerto Ricans in order to determine their prevalent personality traits. Marty in Chicago used the participant-observation method and administered a self-perception test. The most frequent traits found in both areas were a sense of inferiority, a lack of initiative, a distrust of others, frustration, uncertainty, resignation, and passiveness. Also common were overt friendliness and warmth.

Alcalá, Roberto de, "Nueva York - Ciudad Hispana," Temas (February, 1953), pp. 7-8.

Alers Montalvo, Manuel, "The Puerto Rican Migrants of New York City: A Study of Anomie." Master's thesis, Columbia University, 1951.

Alloway, David, and F. Cordasco, Minorities and the American City: A Sociological Primer for Educators. New York: David McKay, 1970.

America, "Foster Parents Transcend Racial Differences," America, 93 (April 2, 1955), 1.

_____, "New York's Puerto Ricans," America, 97 (May 11, 1957), 185.

_____, "Our Puerto Rican Catholics," America, 95 (June 30, 1956), 314.

Americas, "Tropics in New York," Americas, 4 (June, 1952), 32-33.
Romantic and sensationalistic newspaper account of Spanish Harlem.

Anastasi, Anne, and Cruz de Jesús, "Language Development and Non-Verbal IQ of Puerto Rican Pre-school Children in New York City," Journal of Abnormal and Social Psychology, 48 (1953), 357-66.
The authors compared 50 Puerto Rican children with the results obtained previously from tests on black and white children. There was no difference in results among the three groups. They suggest that the "inferior performance of older Puerto Rican children tested in other studies may result from cumulative effects of very low socioeconomic level, as well as from intellectual and emotional effects of bilingualism. Prior to school entrance, when bilingualism has not become a serious problem for such a group, test performance and language development appear to be normal." Moreover the authors conclude that the Puerto Rican practice of having children mix constantly with adults helps them to develop linguistically.

Anastasi, Anne, and Fernando A. Córdova, "Some Effects of Bilingualism upon the Intelligence Test Performance of Puerto Rican Children in New York City," Journal of Educational Psychology, 44 (1953), 1-9.

Anderson, Virginia, "Teaching English to Puerto Rican Pupils," High Points (March, 1964), pp. 51-54.
The use of the knowledge of Puerto Rican culture in stimulating students to learn English is the message of this article.

Antonovsky, Aaron, "Aspirations, Class and Racial-ethnic Membership," Journal of Negro Education, 36 (1967), 385-93.

The author tested 378 tenth-grade students from 5 high schools in a large northern metropolis. The students were asked 8 questions on their aspirations and choice of occupation. The responses of lower and middle-class blacks, Puerto Ricans, and whites were compared. The responses of all blacks, of middle-class Puerto Ricans, and of lower-class whites were similar. Lower-class Puerto Ricans had a lower aspiration level than the above group. The paper was concerned primarily with analyzing the responses of the black students.

Araoz, Daniel L., "Male Puerto Rican Parental Self-Image (How Puerto Rican Men in New York Feel About Being Fathers)." Ph.D. dissertation, Columbia University, 1969.

Arlen, M. J., "Waltz-time and the Public Interest; Puerto Rican Opposition to WNET's License Renewal; New York City," The New Yorker, 51 (March 24, 1975), 80-83.

Arter, Rhetta M., Between Two Bridges: A Study of Human Relations in the Lower East Side of Manhattan. New York: New York University, Human Relations Monograph No. 5, 1956.

Four hundred and seventy-nine non-Puerto Rican families were interviewed. There was a great deal of hostility against Puerto Ricans among the Jews. Most of the hostility was apparently based on rumor or on slight acquaintance with Puerto Ricans. No one reported conflicts. Those that had personally dealt with Puerto Ricans tended to make friendlier judgements. Loneliness and rejection were the main problems felt by the Puerto Ricans interviewed. They expressed desire to be accepted.

_____, Mid-City. New York: New York University, Human Relations Monograph No. 3, 1953.

The author concludes that once Spanish-speaking families "become convinced that their participation is desired," they will take a part in the activities of the community.

Askworth, Mae H. (ed.), Who? Spanish-speaking Americans in the U.S.A. New York: Friendship Press, 1953.

Association of Catholic Trade Unionists [ACTU], Spanish-speaking Workers and the Labor Movement; Description of the Problem [and] Some Typical Cases Handled by the A of CTU. New York: ACTU, 1957.

Augelli, John P., "San Lorenzo: A Case Study of Recent Migrations in Interior P.R.," American Journal of Economics and Sociology, 2 (1952), 122-33.
Provides some data on return migrants.

Baecher, Richard E., "An Exploratory Study to Determine Levels of Educational Development, Reading Levels, and Cognitive Styles of Mexican American and Puerto Rican American Students in Michigan." Ph.D. dissertation, University of Michigan, 1973.
Thirteen Mexican American and 20 Puerto Rican students in the bilingual program at Pontiac, Michigan, were tested.

Baglin, Roger F., "The Mainland Experience in Selected Puerto Rican Literary Works." Ph.D. dissertation, State University of New York at Buffalo, 1971.
The author examines in detail 3 novels, 2 plays, and one book of short stories from the years 1951 to 1961 that deal with Puerto Ricans in the United States. He also has an introduction on the cultural and literary background to these works. According to him the main theme of the works is the problem of identity. Their reaction to "the mainland experience has been quite uniformly negative." All of the works analyzed are major works of art written in Spanish. It is a pity that the author did not extend himself to lesser but perhaps more revealing works and to those written in English by members of the "second generation." The dissertation provides an introduction for viewing the migration experience from within the group, an urgently needed complement to the scholarly literature.

Baldwin, Clare C., "Program Outlined for Puerto Ricans," New York Times, December 5, 1947.

Barbosa, José C., Problema de Razas. San Juan: Biblioteca de Autores Puertorriqueños, 1942.
An important work by one of Puerto Rico's leading political figures. He compares race relations in Puerto Rico with those in the United States. His opinions are interesting because he is a descendant of slaves, the first black Puerto Rican to be educated in the Jesuit Seminario in San Juan, the first Puerto Rican to receive a doctorate from the University of Michigan, and the founder of the first pro-statehood party in Puerto Rico.

Barry, D. W., "Opportunity for Protestant Churches Among Puerto Ricans," National Council Outlook, 9 (May, 1959), 9-10.

_____, "The Puerto Rican Adapts Remarkably," Washington Post and Times Herald, March 8, 1959.

Bartlett, Frederic P., and Brandon Howell, Puerto Rico y su problema de población. Santurce: Junta de Planificación, Urbanización, y Zonificación, 1946.

Barton, Jr., H. C., "The Employment Situation in Puerto Rico and Migratory Movements between Puerto Rico and the United States," Workshop on Employment Problems of Puerto Ricans. Summary of Proceedings. New York: New York University, 1968.

Bates, Barbara, "New York and Puerto Ricans," Survey, 85 (September, 1949), 487.

The author reports that many public and private organizations in New York City were helping Puerto Ricans. The public schools were attempting to aid Puerto Rican children in preserving pride in their heritage by studying that of several ethnic groups, by observing intercultural celebrations, and by having school officials visit them. Some of these activities were expected to stimulate members of other groups to accept the Puerto Rican children. The author suggests that the federal government should disperse the Puerto Rican population outside New York City since there they would find better employment and housing. An interesting document from the early years of the mass migration, useful for studying the assumptions and attitudes of the older residents.

Becker, Selwyn W., and Jean Carroll, "Ordinal Position and Conformity," Journal of Abnormal Social Psychology, 65 (1962), 129-31.

Eighteen Puerto Rican boys, in a group of 48, were tested on the association that exists between conformity and the need to affiliate with a group.

Beecher, Robert H., "A Study of Social Distance among Adolescents of Ethnic Minorities." Ph.D. dissertation, New York University, 1968.

The goal of this dissertation was to determine the "patterns of acceptance and rejection between Puerto Ricans and American Negroes." The Ohio Social Acceptance scale was used to test 3 hypotheses. The first one was that acceptance and rejection were affected by the length of residence in New York and by residential proximity to members of other groups. The hypothesis was partially substantiated. The acceptance score was significant for length of residence variable but not for residential proximity. The second hypothesis was that acceptance and rejection were affected by color. The hypothesis proved false. The acceptance score was not significant. The third hypothesis was that the acceptance score would be higher whenever one of the two groups was in the minority than when both groups were either in the majority or in the minority. The hypothesis was not sustained.

According to the author, "comparative observations suggest that the social climate of the school environment, rather than the variables measured in the study, was largely responsible for the positive relationship between the ethnic minorities, Negro and Puerto Ricans, of the sample."

Bell, Daniel, and Virginia Held, "The Community Revolution," The Public Interest, 16 (1969), 142-79.

According to the authors, community governments in New York City have succeeded the political machine of a by-gone era in at least one of its functions--the distribution of patronage spoils. As the machine provided jobs for the earlier immigrants, so do the community governments give jobs to blacks primarily but also to some Puerto Ricans.

Bender, Lauretta, and Sol Nichtern, "The Puerto Rican Boys in New York City," in Georgene Seward (ed.), Clinical Studies in Culture Conflict, pp. 245-64. New York: Ronald Press, 1958.

The authors have chosen two boys as representative of the behavior they have observed among disturbed children of Puerto Rican background in a psychiatric hospital in New York City. They are "presented as examples of deviant behavior and sequential pathology arising from culture conflict superimposed on specific aspects of personality development." The children felt threatened by the outside environment, struck back aggressively at people, and escaped into the creations of their own imagination. The authors diagnose this as acute psychosis. But they believe that the language barrier and culture conflict are the source of their deviant behavior.

Benítez, Jaime, Reflexiones sobre el presente; tres discursos. San Juan: University of Puerto Rico, 1950.

Benítez, J. "El problema humano de la emigración," La Torre (January-March, 1956), pp. 13-21.

Berger, Josef, Poppo. New York: Simon and Schuster, 1962.

This is the story of a nine-year-old Puerto Rican child who eventually rejects his environment. One day the boy, when he was six years old, walked into the Brooklyn Heights apartment of a middle-aged writer named Josef Berger. Three years later Berger adopted him. Useful for the study of primary relationships among members of different ethnic groups and of the conflict between traditional forms of life and new ways, even though the process is presented by an outsider.

Berger, J., "Poppo; Condensation," Reader's Digest, 81 (December, 1962), 90-95.

Berger, L., "University Programs for Urban Black and Puerto Rican Youth; SEEK Program," Educational Record, 49 (1968), 382-88.

Berger, S., "Puerto Rican Migrants Create Housing Problems," Real Estate News, 33 (1942), 265-67.
According to the author the landlords are not responsible for the dilapidated housing in which Puerto Ricans live, but the slum dwellers themselves. Interesting because of its early date and its point of view.

Berkowitz, Elaine, "Family Attitudes and Practices of Puerto Rican and non-Puerto Rican Pupils," High Points, 43 (1961), 25-34.
Junior high school girls in New York City were studied in order to improve the home economics course. Their attitudes were examined in the areas of home, family relationships, preparation and serving of meals, washing of dishes, etc. In seven important areas, the responses of all the girls were similar; in three areas the responses of the Puerto Rican girls were different. The author traces these differences to differences between first generation and second generation immigrants. Another difference is that "Puerto Rican families share more activities than do non-Puerto Rican families."

Berle, Beatrice B., 80 Puerto Rican Families in New York City. New York: Columbia University Press, 1958.
A sample of Puerto Rican families living in a slum and with problems of disease were chosen for an in-depth study of health and associated problems. Frustration and chronic anxiety were found to be related to many of the health problems that they encountered. Such frustration and anxiety were the result of "the discrepancy between an individual's aspirations and the limited employment opportunities open to him due to lack of schooling or special skill." These families were not, however, representative of New York Puerto Rican population. Even though the focus was on environmental medicine, anthropologists and physicians examined the effects that the change in the migrant's life-style had had on his health, thus touching on many aspects of family life. All the information gathered on each of the families is summarized in the appendix. It is an excellent contribution to the literature. See the review in The Reporter, 18 (May 29, 1958), 38-40, by M. Pines.

Berle, B. B., "Sterilization and Birth Control Practices in a Selected Sample of Puerto Ricans Living in a Manhattan Slum," Fertility and Sterility, 8 (May-June, 1957), 267-81.

Beytagh, Luz A., "Family Dynamics in Thirty-two Puerto Rican Families." Ph.D. dissertation, Columbia University Teachers' College, 1967.

The Bible in New York. "Puerto Rican Number," The Bible in New York, 49 (February, 1958), 1-8.

Blanco del Campo, M. S., and O. E. García Ramírez, "Fluctuations of the Sex Chromatin During the Menstrual Cycle," Acta Cytologica (Baltimore), 9 (1965), 251-56.
The study was done on 17 Puerto Rican women.

Blourock, Barbara, "Aspira in the Junior High School," High Points (1966), pp. 53-55.

Bone, Bob, "Puerto Ricans in Middletown," Middletown Daily Record [New York], March 9-13, 16-18, 1959.
A series of 8 articles on Puerto Ricans in Middletown, New York.

Bonilla, Frank, "Beyond Survival: por qué seguiremos siendo puertorriqueños," Brooklyn College Institute of Puerto Rican Studies. A New Look at the Puerto Ricans and Their Society. New York: Brooklyn College, 1971.
Reflections on the need for revolutionary solutions to Puerto Rican problems, on the strengths of the community, on the futility of assimilation, and on racism, among other topics. It is included in Adalberto López's collection.

Boroff, David, "Jews and Puerto Ricans," Congress Weekly [American Jewish Congress], 24 (April 15, 1957), 10-13.

Borovik, G., "Young Lords Take to the Streets," Atlas, 19 (1970), 25-26.

Boston Globe. "Puerto Ricans Face $2.00 an Hr. or Relief," Boston Globe, December 18, 1969.

Bosworth, Patricia, "Look, Let's Have Justice Around Here," New York Times, September 12, 1971, p. D5.

Bouquet, Susana, "Acculturation of Puerto Rican Children in New York and Their Social Attitudes Towards Negroes and Whites." Ph.D. dissertation, Columbia University, 1962.

Bowman, Leroy, "The Puerto Rican in America," Humanist, 22 (1962), 27-29.
According to the author, the Puerto Rican migrant was not unemployed in Puerto Rico but gave up the job he had to look for a better one in the United States. Puerto Ricans are solving the problems forced upon them by exploitation and discrimination. They are adjusting

to their new environments, establishing community organizations, and becoming visible in the world of politics and the trade unions.

Boys' Athletic League, Inc., New York [BAL]. One in Twenty: The Facts About the Puerto Ricans Among Us and What the Boys' Athletic League is Doing About It; a Boys' Athletic League Re-survey. New York: BAL, 1955.

Boykin, Lorraine S., "A Study of the Food and Nutrient Intake of School-Age Puerto Rican Children Living in New York City and Attending a Nutrition Clinic." Ph.D. dissertation, Columbia University, 1970.
A study of the diet of Puerto Rican children 6 to 10 years old.

Braestrup, Peter, "Life Among the Garment Workers," N. Y. Herald Tribune, September 29-October 10, 1958.
A series of 10 articles that treats one of the New York industries where there is a heavy concentration of Puerto Rican workers.

Braestrup, P., "New York's Puerto Ricans," N. Y. Herald Tribune, October 16-18, 20-21, 1957.
A series of 5 articles.

Brahs, Stuart J., An Album of Puerto Ricans in the United States. New York: F. Watts, 1973.
This book is meant for children. It discusses the reasons for the migration, the contributions of Puerto Ricans to American culture, and the difficulties they face in settling into a strange environment.

Bram, J., "Puerto Ricans," Library Journal, 78 (November 1, 1953), 1888-89.

Brand, Horst, Poverty Area Profiles: The New York Puerto Rican: Patterns of Work Experience. New York: U.S. Bureau of Labor Statistics, 1971.
A study based on the Urban Employment Survey of the employment, economic status, and social characteristics of working-age Puerto Ricans residing in Central and East Harlem, the South Bronx, and Bedford-Stuyvesant in the late 1960's. "Puerto Rican workers were the most deprived of all workers residing in the city's major poverty neighborhoods." It is one of the selections of Adalberto Lopez's collection.

Breisler, B., "Looking for the Promised Land," Saturday Evening Post, 231 (April 11, 1959), 18-19.
According to the author economic opportunity is the main attraction that the United States has for Puerto Ricans. But they do not find life easy in the U.S. and

some are disappointed. The author urges Americans to help the new migrants and points out the ways that some individuals and organizations have already done so.

Brooklyn Council for Social Planning. Report on Survey of Brooklyn Agencies Rendering Services to Puerto Ricans. Brooklyn, N.Y.: Brooklyn Council for Social Planning, 1953.

Eighty-nine agencies, Brooklyn agencies working in areas with heavy concentrations of Puerto Ricans, were studied. Sixty-four agencies provided information about their programs, 25 did not. Forty-three agencies were providing services to Puerto Ricans, twenty-one were not. Only 4 agencies listed family relations first among the "difficulties encountered by Puerto Ricans." Twelve other agencies regarded this as only a problem area. Twenty-seven agencies considered family relations among Puerto Ricans to be not even a problem area. The major problems that Puerto Ricans were encountering were difficulties with language and adequate housing. Ten agencies noted that they had had no difficulties dealing with Puerto Ricans, while the others said that their difficulties had been minimal.

_____. Workshop Conference on Puerto Ricans. Brooklyn, N.Y.: Brooklyn Council for Social Planning, 1953.

Brooks, Tom, "The Puerto Rican Story," Industrial Bulletin (N.Y.), 39 (1960), 6-12.

More than 90% of the Puerto Rican migrants to New York City come from the urban places of the island. In the labor force of Puerto Rico they had been white collar, skilled, and semi-skilled workers. They had not been unemployed, but abandoned their jobs for better ones in the United States. From 85% to 95% of them have never received public assistance in the United States.

Brown, Myrtle I., "Changing Maternity Care Patterns in Migrant Puerto Ricans." Ph.D. dissertation, New York University, 1961.

Brown, R., "Mainlanders," Antioch Review, 31 (1971), 325-32.

Brown, Stuart, "Philadelphia's Puerto Ricans: Language Barrier is Chief Source of Problems Faced by Migrants," Philadelphia Sunday Bulletin, March 16, 1958.

Browning, F., "From Rumble to Revolution: The Young Lords: Chicago and New York City," Ramparts Magazine, 9 (October, 1970), 19-25.

An account of the transformation of the Young Lords from a street gang into a political organization.

Bucchioni, Eugene, "A Sociological Analysis of the Functioning of Elementary Education for Puerto Rican Children in New York City Public Schools." Ph.D. dissertation, New School for Social Research, 1965.

Several chapters of this dissertation have been published in F. Cordasco and E. Bucchioni (eds.), Puerto Rican Children in Mainland Schools (Metuchen, N.J., 1968).

Budner, S., et al., "Minority Retardate: A Paradox and a Problem in Definition," Social Science Review, 43 (1969), 174-83.

Buitrago Hermenet, Argelia M., "Ethnic Identification of Puerto Rican Seventh Graders." Ph.D. dissertation, University of Massachusetts, 1971.

Burma, John H., "Puerto Ricans in New York," in J. H. Burma, Spanish-speaking Groups in the United States. Durham, N.C.: Duke University Press, 1954.

Uses out-of-date and unreliable sources. Because groups of people in the United States speak the same language--Spanish--the author assumes that there is a "unity of culture" among them. Generalizations of this sort are usually due to ignorance, since the studies on which to base them have not been made. However, the dynamics through which Puerto Ricans become hispanos, latinos, boricuas, and puertorriqueños need examination.

Burnham, D. and S., "El Barrio's Worst Block is Not All Bad," New York Times Magazine, January 5, 1969, pp. 24-25.

See Gertrude Samuels, "Walk Along the Worst Block: East 100th Street," New York Times Magazine, September 30, 1962, pp. 78-79.

Business Week. "New AFL-CIO Racket Drive; Puerto Rican Workers in Small-Shop Industries, New York City," Business Week, June 29, 1957, pp. 149-50.

A report on the attempt of national leaders of the AFL-CIO to expel racketeers from some mob-run locals that prey on Puerto Rican workers in small shops. There was evidence of shakedowns and "sweetheart" contracts and the workers appealed to the National Labor Relations Board for elections.

_____. "Labor Recruited; B. & O. and Two Canning Concerns Hire 3,000 Workers in Puerto Rico," Business Week, April 29, 1944, p. 114.

Due to the manpower shortage caused by the Second World War, 3 U.S. companies, together with the War Manpower Commission, recruited for the mainland skilled laborers in Puerto Rico. The Commission favored the enlargement of this program.

_____. "Puerto Ricans Start Up Labor Ladder," Business Week, May 2, 1953, pp. 150-52.

Bussey, Gertrude C., et al., Puerto Rican Problems. Washington, D.C.: American Council on Public Affairs. Women's International League for Peace and Freedom, 1940.
A pamphlet that contains data on economic history and includes B. W. Diffie's "Mutual Obligations."

Calitri, Charles J., "A Puerto Rican Story," American Unity, 15 (1956), 19-24.

Campos, Angel P. (ed.), Puerto Rican Curriculum Development Workshop: A Report. New York: Council on Social Work Education, 1974.

Caplovitz, David, et al., The Poor Pay More. Glencoe, Ill.: Free Press, 1963.
Based on a study of "the consumer behavior of families living in four low-income public housing projects in New York City," the authors conclude that the "ethnicity of Negroes and Puerto Ricans is penalized in the marketplace." Black and Puerto Rican families tend to have more difficulties as consumers than the other families that took part in the project. Loan sharks, merchants, and unscrupulous salesmen exploit and deceive them in many ways, which were carefully researched and documented by the authors; moreover, "the families who encounter severe consumer difficulties are not apt to have the knowledge or resources to cope with their difficulties."

Cardona, Luis A., The Coming of the Puerto Ricans. Washington, D.C.: Unidos, 1974.

Caribbean Review. Hato Rey, Puerto Rico.
A quarterly that sometimes carries material pertinent to Puerto Ricans in the United States.

Carleton, Robert O., "New Aspects of Puerto Rican Migration," Monthly Labor Review, 83 (February, 1960), 133-35.
According to the author the demand for skilled and semiskilled labor has increased in Puerto Rico. This has led to a noticeable rise in the volume of return migration. Moreover, the trip from Puerto Rico to the United States and the other way has become a common occurrence, undertaken for a plethora of causes. This is the result of the rise in income in Puerto Rico and the reduction of the price of the airplane ticket. He sees the 2-way migration as normal and expects it to continue. He provides data on emigration and return migration for around 1958.

Carrow, R. A., "Comparative Study of the Family Relationships of Immigrant Chinese and Puerto Rican Children," Graduate Research in Education and Related Disciplines, 4 (1969), 85-87.

Casanova, Clara, "Puerto Ricans," Instructor, 81 (1927), 43-46.

Castano, Carlos, "The First 10 Years . . . The Puerto Rican Migratory Program," Employment Security Review, 25 (1958), 31-33.

Castan, S., "Victims of Welfare," Look, 27 (March 26, 1963), 68-71.

Castro, Francisco, "The Politics of Local Education in New York City: A Puerto Rican View." Ph.D. dissertation, Rutgers University, 1973.

The purpose of this dissertation was to explore the extent of Puerto Rican influence over the decentralized school districts during the period 1961 to 1971. The major issues for Puerto Ricans were better schools, adequate and sufficient housing, improved health services, and more police in the streets. The author found in the school boards individuals who represented ethnic interests, who shifted alliances and did not form stable blocs, and for whom bargaining and pragmatic coalitions were commonplace. He did not find a hierarchy of leaders among Puerto Ricans. Leaders arose as issues rose to the surface and disappeared when those issues no longer captured the attention of the group.

Cebollero, Pedro A., Reactions of Puerto Rican Children in New York City to Psychological Tests. San Juan: Puerto Rican School Review, 1936.

An analysis of an investigation carried out for the New York State Chamber of Commerce by Armstrong, Achilles, and Sachs. The latter cast doubts on the innate intelligence of Puerto Ricans. The study caused such a furor that Puerto Rico's former Resident Commissioner in Washington, Félix Córdova Davila, also responded to the study. Cebollero was Puerto Rico's Commissioner of Education.

The Center Forum. "Bilingualism," The Center Forum, 4. (September, 1969).

The entire issue is dedicated to an analysis of the programs, grants, and related aspects of Title VII of the Elementary and Secondary Education Act (ESEA), which provided for bilingual education. It has an important annotated bibliography.

Céspedes, Elsie, A Study of Concerns and Interests Revealed by a Puerto Rican Group in a New York Settlement. New York: New York School of Social Work, 1953.

Chenault, Lawrence R., The Puerto Rican Migrant in New York City. New York: Columbia University Press, 1938. New York: Russell and Russell, 1970.

The first systematic study of the Puerto Rican migrant in New York City, organizing the data available on the early migrations and presenting a good description of the early community. He discusses the social effects that the migrants have had on the established residents in New York and in other cities. The introduction describes the island's natural resources and population (its composition, growth, and socioeconomic status). He then discusses the migration in terms of the migrant's motives, social class, sex, occupation and employment opportunities, health, housing, and the difficulties and successes in his adaptation to his new social environment. It is the best book on the period and topics it covers.

Chess, Stella, et al., "Social Class and Child-Rearing Practices," Child Development Monographs, 1, 1968 series.

An unpublished paper prepared for the Divisional Meeting of the American Psychological Association held on November 17, 1967. The detailed findings are available in the place cited. The purpose of the study was to see what effects child-rearing practices had on children in a task-oriented society. The sample consisted of 136 children of native-born, middle- and upper-middle-class parents and 95 children of Puerto Rican unskilled and semi-skilled working class parents.

Chicago Commission of Human Relations. Directorio de Chicago para Nuevos Vecinos. Chicago, 1959.

A guide to Chicago for the Spanish-speaking "new neighbors."

Christian Century. "Fair Treatment for Puerto Ricans:," Christian Century, 71 (March 24, 1954), 357.

_____. "Puerto Ricans Find Church Homes," Christian Century, 75 (March 26, 1958), 365.

Christianity Today. "Lording it Over the Church: Puerto Rican Group Called the Young Lords," Christianity Today, 14 (January 30, 1970), 31.

Cintrón de Crespo, Patria, "Puerto Rican Women Teachers in New York: Self-Perception and Work Adjustment as Perceived by Themselves and Others." Ph.D. dissertation, Columbia University, 1965.

Civil Rights Digest. "Puerto Ricans in the Promised Land," Civil Rights Digest, 6, No. 2, 1974.

This special issue was dedicated totally to Puerto Ricans in the United States.

Clark, Blake, "The Puerto Rican Problem in New York," Reader's Digest, 62 (February, 1953), 61-65.

Clark emphasizes the problems of Puerto Ricans in New York City and suggests that they avoid New York and disperse throughout the United States. He expects them to make progress very slowly, faced as they are with poor housing, exploitation by merchants, and poor living standards in general. He claims, but does not give evidence to prove it, that Puerto Ricans have a high crime and delinquency rate.

Clark, Rosemarie, "New York and the Puerto Rican 'Problem,'" UNESCO Features, January 12, 1959, pp. 4-6.

Cohen, Bernard, "Minority Retention in the New York City Police Department: A Policy Study," Criminology, 11 (November, 1973), 287-306.

A study of the recruitment and retention of blacks and Puerto Ricans in the police department.

Cogley, J., "Review of D. Wakefield's Island in the City: The World of Spanish Harlem," Commonweal, 69 (March 6, 1959), 599.

Cole, Mary, Summer in the City. New York: P. J. Kennedy, 1968.

An account of the Summer in the City Program sponsored by the Archdiocese of New York. It was a city-wide anti-poverty and community action project. Specially interesting is the account of the attempts of the participants to bring peace to East Harlem during the riots of 1967.

Cole, M., "Summer in the City; Projects of R. J. Fox," Catholic World, 205 (July, 1967), 223-30.

Coleman, James, et al., Equality of Educational Opportunity. Washington, D.C.: Department of Health, Education, and Welfare, Office of Education, 1966.

The report provides material on the relationships among the social characteristics of a group, the characteristics of a family of that group, and the characteristics of a member of that family in school; that is, material on the relationship between ethnicity and educational achievement.

Coleman, Robert M., "A History and Evaluation of the New York University Workshop-Field Study Puerto Rican Education and Culture (1948-1967)." Ph.D. dissertation, New York University, 1969.

A description and analysis of the goals, programs, and development records of the workshop.

Collazo, Francisco, The Education of Puerto Rican Children in the Schools of New York City. San Juan: Department of Education Press, 1954.

The text of a speech given to the National Education Association in New York City on July 1, 1954.

Colman, Hilda, Girl from Puerto Rico. New York: William Morrow, 1961.

The story of a Puerto Rican girl, Felicidad, her trip to New York City and its disappointments.

Colón, Jesús, A Puerto Rican in New York, and Other Sketches. New York: Mainstream Publishers, 1961. Reprinted as Puerto Ricans in New York. New York: International Publishing Company, 1970.

An autobiographical collection of essays and sketches by a Puerto Rican who has lived in New York since the twenties. He was a journalist for the Communist newspaper The Worker. The first part of the book relates his life in Puerto Rico. The second part describes his life in New York at the end of the First World War. Extremely useful as an account of one of the earliest immigrants and for comparison with the accounts of later ones.

Commonweal. "Channel Puerto Rican Migration," Commonweal, 47 (February 27, 1948), 484-85.

Commonweal urges the officials and the public to help the new migrants to settle in New York and to encourage and aid them in dispersing to other places in the United States. According to the paper, New York was not ready after the Second World War to receive an influx of population such as the Puerto Rican migration had entailed. Housing had been in deplorable condition before the arrival of the Puerto Ricans and little had been done to improve it. Because of its date, a very interesting document.

_____. "Emigrating Puerto Ricans," Commonweal, 46 (August 15, 1947), 420.

The selection treats the experiences of a Puerto Rican migrant community.

_____. "A Matter of Integration," Commonweal, 63 (January 27, 1956), 418.

Commonwealth of Puerto Rico. Commerce Bureau. Puerto Rican Paragraphs; A Weekly Summary of Puerto Rican News, No. 1, October 27, 1930- New York, 1930.

It has ceased publication. Contains data for economic history.

_____. Department of Labor. Bureau of Labor Statistics. Characteristics of Passengers Who Travelled by Air Between Puerto Rico and the United States. San Juan: Department of Labor, 1956-

A series of quarterly and annual reports that were discontinued since the surveys did not yield reliable data. But they still provide information on migration trends. The annual covered the calendar year which ended June 30. After 1958 it carried a special report on migration. It was bilingual.

_____. Department of Labor. Bureau of Labor Statistics. Informe especial sobre migración. Special Report on Migration. San Juan: Department of Labor, n.d.

_____. Department of Labor. Migration Division [MD]. Conclusions of Migration Conference, Held in San Juan, Puerto Rico, March 1-7, 1953, Under the Auspices of the Commonwealth of Puerto Rico, Department of Labor. New York: MD, 1953.

_____. Department of Labor. Migration Division. Expanded Plan of Operations Pertaining to Puerto Rican Agricultural Workers. New York: MD, 1953.

_____. Department of Labor. Migration Division. Helping Puerto Ricans Help Themselves. New York: MD, 1958.

_____. Department of Labor. Migration Division. "How to Hire Agricultural Workers from Puerto Rico," in Employment Security, U.S. Employment Service, Farm Placement Service. Washington, D.C., 1953.

An irregular series. There are issues for all the years between 1953 and 1958 inclusive, except for 1956.

_____. Department of Labor. Migration Division. The Jobs We Do. New York: MD, 1952.

A survey, in text and photographs, of the spectrum of occupations, from professional to unskilled, performed by Puerto Ricans in the United States.

_____. Department of Labor. Migration Division. La División de Migración . . . Sirviendo a los Puertorriqueños en los Estados Unidos. New York: MD, 1957.

A brochure explaining the functions of the Migration Division in the United States.

_____. Department of Labor. Migration Division. Migration Division: Policy, Functions, Objectives. New York: MD, 1957.

_____. Department of Labor. Migration Division. Nueva York y Usted. New York: MD, 1951.
A brochure introducing New York to the migrant.

_____. Department of Labor. Migration Division. ¿Piensa Vivir en Los Estados Unidos? New York: MD [various revisions].
A brochure for Puerto Ricans expecting to live in the United States.

_____. Department of Labor. Migration Division. Practical Techniques for the Enrollment and Orientation of the Puerto Rican Child. New York: MD, 1963.
A brochure to help school personnel deal with Puerto Rican children.

_____. Department of Labor. Migration Division. Puerto Rican and Community Service Organizations Throughout the United States: A Directory, 1973. New York: MD, 1973.

_____. Department of Labor. Migration Division. Puerto Rican Graduates of Morris High School, June 1961. New York: MD, 1963.
A useful report on student achievement.

_____. Department of Labor. Migration Division. Puerto Ricans in New York City. New York: MD, 1965.

_____. Department of Labor. Migration Division. Puerto Ricans in Philadelphia. New York: MD, 1962.

_____. Department of Labor. Migration Division. Migration Conference, San Juan, 1958. Report of Continuations Committee. New York: MD, 1959-
The Government of Puerto Rico has sponsored conferences on migration and they have issued reports. This report is issued by the Continuations Committee on its functions.

_____. Department of Labor. Migration Division. Report of the Third Migration Conference. New York: MD, 1958.
During January, 1958, twenty-six New York officials and their counterparts in the Government of Puerto Rico held discussions there. The report details many of the suggestions that were made to accelerate the adjustment of the migrants to New York City.

_____. Department of Labor. Migration Division. A Summary in Facts and Figures: Progress in Puerto Rico; Puerto Rican Migration. New York: MD, 1956-
This is the best source of regular statistical reports on Puerto Rican migration, and the economic conditions in Puerto Rico that influence migration. It includes tables, graphs, and charts. A revised edition

was published annually until 1959. Since then it has been published every two years.

_____. Department of Labor. Migration Division. Trade Unions and Puerto Rican Workers. New York: MD, 1962.
In May, 1962, Commonwealth dignitaries and labor leaders met to discuss the means to help Puerto Rican workers on the mainland to participate in the labor movement. This is a report of those discussions.

_____. Office of the Government of Puerto Rico. Know Your Fellow American Citizen from Puerto Rico. Washington, D.C.: Office of the Government of Puerto Rico, n.d.

_____. Office of the Government of Puerto Rico. Lorain and Gary Experience with Puerto Rican Workers. Washington, D.C.: Office of the Government of Puerto Rico, 1948.

_____. Office of the Government of Puerto Rico. Puerto Ricans Filling Manpower Gap. Washington, D.C.: Office of the Government of Puerto Rico, 1951.

_____. Office of the Government of Puerto Rico. The Puerto Ricans of New York City. Washington, D.C.: Office of the Government of Puerto Rico, 1948.

_____. Office of the Governor. Bureau of the Budget. Statistics Division. Estudio sobre la emigración en Puerto Rico: encuesta en la semana del 21 al 27 de abril de 1952. San Juan: Office of the Governor, Bureau of the Budget, 1952.
A survey on emigration taken the week of April 21-27, 1952.

_____. Planning Board. Bureau of Social Planning. Puerto Rican Migrants: A Socio-Economic Study. San Juan: Planning Board, 1972.

Community Council of Greater New York. Population of Puerto Rican Birth or Parentage, New York City, 1950; Data for Boroughs, Health Areas, and Census Tracts. New York: Community Council of Greater New York, 1952.

Connecticut. Bridgeport Intergroup Council. ¿Cuáles son sus derechos civiles en Connecticut? Bridgeport: Intergroup Council, n.d.
A brochure advising the Spanish-speaking citizen of his civil rights in the State of Connecticut.

_____. Bridgeport Intergroup Council. Conference on Spanish-speaking American Services, Bridgeport, September 16, 1957, Proceedings: An Insight into Social Problems Facing Spanish-speaking American Residents of Bridgeport. Bridgeport: Intergroup Council, 1957.

_____. State Advisory Committee to the United States Commission on Civil Rights. El Boricua: The Puerto Rican in Connecticut. N.p., 1972, mimeographed.
Based on information received from investigations and public hearings, this report discusses Puerto Ricans in New Haven and Bridgeport in terms of education, employment, health care, and housing.

Cooper, Paulette (ed.), Growing Up Puerto Rican. New York: New American Library, 1973.
The basis of this book is a collection of 17 taped interviews in Spanish Harlem dealing with Puerto Ricans growing up in the United States. There is a great diversity of experiences: life in a ghetto, drug addiction, membership in the Young Lords, unemployment, inferior schools, miserable housing, machismo, gang wars, dealing with the oppressor, whether he be policeman, welfare worker, teacher, or employer, racial and ethnic hatred. Throughout there runs a desperate search for self and meaning and pride in being Puerto Rican. It is not as intimate as Piri Thomas' Down These Mean Streets. But it possesses a similar ambience of alienation and ethnocentricity. Although Cooper obtained a great deal of original material, she failed to place each narrative in context. They tend to confirm stereotypes.

Cordasco, Francesco, "The Bilingual Education Act," Phi Delta Kappan, October, 1969.
A historical account of Title VII of the Elementary and Secondary Education Act.

_____, "The Challenge of the Non-English-speaking Child in the American School," School and Society, 96 (1968), 198-201.
Cordasco discusses the historical background of Title VII, its provisions and the different meanings that have been given to bilingualism.

_____, "Educational Enlightenment Out of Texas: Toward Bilingualism," Teachers' College Record, 71 (1970), 608-12.
An account of how officials have avoided implementing Title VII of the Education Act (the section on bilingualism).

_____, "Educational Pelagianism: The Schools and the Poor," Teachers' College Record, 69 (1968), 705-09.

_____, "Educational Programs for Puerto Rican Pupils," New York Times, May 30, 1967.
A letter on bilingual education.

_____, "Introductory Essay," in The Children of Immigrants in Schools. 5 vols. Metuchen, N.J.: Scarecrow Reprint Corp., 1970.
Originally published in 1911, this work covers in great detail the educational history of immigrant children. It deals with their place of origin, home background, school progress, etc. in 32 cities.

_____, "Leonard Covello and the Community School," School and Society, 98 (1970), 298-99.
Covello was a high school principal for many years in East Harlem and educational consultant to the Migration Division of the Commonwealth of Puerto Rico.

_____, "The Puerto Rican Child in the American School," Kansas Journal of Sociology, 2 (1966), 59-63.
It also appeared, with some changes, in the Journal of Negro Education, 36 (1967), 181-86; School and Society, 95 (1967), 116-19; and the Journal of Human Relations, 15 (1967), 500-08. According to Cordasco, the school system must face the fact that the number of non-English-speaking Puerto Rican children will increase in the school system. These children have special problems because they have been forced to live in ghettoes where they face bitter deprivation, poor housing, high unemployment in their families, relatives, and friends, and a record of disappointing educational achievement. Poverty is, according to the author, the source of poor performance in schools. Educational programs for Puerto Rican children have faced three main problems in the past: (1) finding the most effective methods of teaching English as a second language, (2) finding the most effective ways the schools can help the parents and children to adjust to the community and the community to them, and (3) defining the Puerto Rican pupil learning English. More important than acculturation is the retention of the language, culture, and identity of their background.

_____, "The Puerto Rican Family and the Anthropologist: Oscar Lewis, La Vida and the Culture of Poverty," Teachers' College Record, 68 (1967), 672.
A review article.

_____ (comp.), The Puerto Ricans, 1493-1973; A Chronology and Fact Book. Dobbs Ferry, N.Y.: Oceana Publications, 1973.
It contains a chronology and the following 4 selections on the mainland experience: (1) J. Monserrat,

"Puerto Rico's Contribution to American Prosperity: The History of Migration," (2) J. Monserrat, "Puerto Rican Migration: The Impact on Future Relations," (3) J. P. Fitzpatrick, "The Puerto Rican Community in New York City," and (4) F. Cordasco, "Puerto Ricans on the Mainland: The Educational Experience."

_____, "Puerto Ricans on the Mainland: The Educational Experience," Journal of Human Relations, 20 (1972), 344-78. And in F. Cordasco, The Equality of Educational Opportunity. Totowa, N.J.: Rowman and Littlefield, 1973, pp. 21-56.

_____, "Review of O. Lewis' La Vida," Teachers' College Record, 68 (May, 1967), 672.

_____, "Review of O. Lewis' La Vida," Times Literary Supplement, September 21, 1967, p. 829.

_____, "Review of O. Lewis' La Vida," Virginia Quarterly Review, 43 (Spring, 1967), 86.

_____, "Studies on the Disenfranchised: The Puerto Rican Child," Psychiatric Spectator, 3 (1966), 3-4.

_____, and David Alloway, "Spanish-speaking People in the United States: Some Research Constructs and Postulates," International Migration Review, 4 (1970), 76-79.

_____, and Eugene Bucchioni, Education Programs for Puerto Rican Students. Jersey City, N.J.: Board of Education, n.d.

A description and evaluation of the programs in the Jersey City public schools for Puerto Rican pupils. There is also a series of recommendations for primary and secondary schools.

_____, and E. Bucchioni, "Institute for Preparing Teachers of Puerto Rican Students," School and Society, 100 (1972), 308-09.

_____, and E. Bucchioni, Newark Bilingual Program, 1970-1971. Newark: Board of Education, 1971.

An evaluation of a massive program for Puerto Rican students.

_____, and E. Bucchioni (eds.), Puerto Rican Children in Mainland Schools; A Sourcebook for Teachers. Metuchen, N.J.: Scarecrow, 1968.

This collection of readings on Puerto Rican children in United States schools is divided into four parts: (1) the social and cultural patterns of Puerto

Ricans, (2) the structure and function of the Puerto Rican family, (3) migration and culture conflicts, and (4) the Puerto Rican child in public schools. The selections come from the works of Theodore Brameld, Oscar Lewis, Patricia Sexton, Anne Anastasi, Joseph O. Loretan and others. It also includes dissertation excerpts, intimate classroom diaries, Puerto Rican Board of Education reports. There is material on the family, community, and culture of the Puerto Ricans. It can be used for education, sociology, and anthropology. It can also serve in comparisons with other ethnic groups.

_____, and E. Bucchioni (comps.), The Puerto Rican Community and its Children on the Mainland: A Sourcebook for Teachers. Rev. ed. Metuchen, N.J.: Scarecrow Press, 1972.

This is a revised edition of Puerto Rican Children in Mainland Schools (1968). New material has been added to the original edition to provide background on the culture and politics of the island, to elucidate the migration of the family, to emphasize the recent political turmoil, and to supply additional materials on bilingualism.

_____, and E. Bucchioni, The Puerto Rican Community of Newark, N.J.: An Educational Program for Its Children. Newark: Board of Education, 1970.

A detailed report on the implementation of a program for Puerto Rican students.

_____, and E. Bucchioni (comps.), The Puerto Rican Experience; A Sociological Sourcebook. Totowa, N.J.: Rowman and Littlefield, 1973.

A very important reader, covering both the island and the mainland, with an emphasis on the latter. The selections are the standard ones. They are divided into 4 sections: (1) the island background, (2) the migration, (3) conflict and acculturation on the mainland, and (4) education on the mainland. It does not totally capture the issues from the several Puerto Rican views that they deserve and there is too much emphasis on education.

_____, and E. Bucchioni, "A Staff Institute for Teachers of Puerto Rican Students," School and Society, 99 (May, 1972).

_____, and R. Galatioto, "Ethnic Displacement in the Interstitial Community; The East Harlem Experience," Phylon, 31 (1970), 302-12.

The communities studied are the Black, Italian, Jewish, and Puerto Rican.

_____, and Maurice Hillson, "Poor Children and Schools," in W. W. Brickman and S. Lehrer (eds.), Education and the Many Faces of the Disadvantaged. New York: John Wiley, 1972.
A bibliography on schools and poverty.

Cordasco, F. M., "Knocking Down the Language Walls; Proposed Amendment to ESEA to Establish Bi-lingual Education Programs," Commonweal, 87 (October 6, 1967), 6-8.

_____, "Puerto Rican Pupils and American Education; Adaptation of Address, August 30, 1966," School and Society, 95 (February 18, 1967), 116-19.

Costa, Richard H., "Latest Migration: Puerto Rico Moves Upstate," Utica Observer Dispatch [N.Y.], May 27-29, 1957.
A series of 3 articles.

Cotton, Wayne L., "Levels of Acculturation and of Attitudes Toward Deviance, Criminal Behavior and Law Enforcement Practices Among Puerto Ricans in New York City." Ph.D. dissertation, New York University, 1971.

Cotto-Thorner, Guillermo, Trópico en Manhattan. 1st ed. San Juan: Editorial Cordillera, 1951.
A novel that takes place completely in New York and treats the experiences of the Puerto Rican migrants. It reveals the author's deep knowledge of the whole community, for he portrays its life in minute and realistic detail. The main themes of the book are the adjustment of Puerto Ricans to their new home and their preservation of their cultural values. The novel has a moralistic tone to it, but there is little social protest in it. It is optimistic about the possibilities of Puerto Rican assimilation to American society. There is perhaps in it a reflection of the embarrassment that the earlier immigrants felt about being Puerto Rican. Thus, while René Marqués (q.v.) refers to individuals as Puerto Rican, Cotto-Thorner tends to use Latin and Hispanic as the names of the person's group identity. Thus the novel represents the viewpoint of the early immigrants of the 1950's, who hoped to become good Americans and to participate in the American way of life.

_____, "Spanish-speaking Churches: A Reply," Christian Century, 78 (June 28, 1961), 801.
A group of Spanish-speaking ministers seceded from the Protestant Council of New York. In his reply to E. C. Parker, Cotto-Thorner states that the secessionists

are not representative of Spanish-speaking Protestants in New York City and that their establishment of their own separate institutions would be divisive of the Puerto Rican community.

Cousins, Norman, "Puerto Rican Mixture," Saturday Review, 42 (December 5, 1959), 26.

Covello, Leonard, Teacher in the Urban Community: A Half Century in City Schools. Totowa, N.J.: Littlefield and Adams, 1970. Originally published as: The Heart is the Teacher (New York, 1958).

The autobiography of Covello, principal of Benjamin Franklin H. S. in East Harlem, where he taught Italian and Puerto Rican students. He also served as educational consultant to the Migration Division of the Commonwealth of Puerto Rico.

Cruz, María del Carmen, "Social Factors and Self-esteem Among Puerto Rican and non-Puerto Rican Students." Ph.D. dissertation, University of Illinois, 1974.

The data was collected in inner-city Chicago using anthropological techniques during the period 1968-1970. Seventy-one Puerto Rican and 27 non-Puerto Rican 8th grade students formed the sample. Some of the major finds were: (1) students and their best friends have similar self-esteem scores, (2) Puerto Ricans learn English mostly from their peers, (3) the differences in self-esteem between Puerto Ricans and non-Puerto Ricans were not significant, (4) the factors that affect the occupational goals of Puerto Ricans are different from those that affect non-Puerto Ricans but both types of factors are related to peer relationships, and (5) Puerto Ricans speak Spanish to their parents but English to their siblings most of the time.

Cruz, Nicky, and Jamie Buckingham, Run Baby Run. Plainfield, N.J.: Logos International, 1968.

This is the autobiography of Nicky Cruz. His father sent him to New York when he was 15. He led a life of addiction, crime, and vice until he converted. He is now a Pentecostal minister in California working with the young.

Cuchí Coll, Isabel, La Familia de Justo Malgenio, puerto-rriqueños en Nueva York, comedia en tres actos. 1st ed. Barcelona: Ediciones Rumbos, 1963.

From a humorous point of view, the author has presented in this play an optimistic outlook of the conditions of Puerto Ricans in New York but restrains herself from romantization.

Cunningham, John T., "Migrants Pose Problems for N.J. Farmers Who Need Them," Newark News Magazine, September 1, 1955. The article was reprinted by the Migration Division of the Commonwealth of Puerto Rico.

Curriculum and Materials. "Puerto Ricans in New York City: Background Information for Teachers," Curriculum and Materials, 18 (1964), 6-7.

Darcy, Natalie T., "The Performance of Bilingual Puerto Rican Children on Verbal and Non-Language Tests of Intelligence," Journal of Educational Research (March, 1952), pp. 499-506.

Davis, H. D., "Golden Door," New Statesman, 50 (September 24, 1955), 355-56.
The author believes that most Puerto Rican migrants have not made a final decision to settle in the United States and that they would prefer to return to Puerto Rico if they could obtain adequate employment. He urges officials to help Puerto Ricans, who face many social and economic problems in the U.S., as "fellow citizens." One of the solutions to their problems is to disperse them throughout the United States.

Davis, K., and C. Senior, "Immigration from the Western Hemisphere," Annals of the American Academy of Political and Social Science, 262 (March, 1949), 77-79.

Day, Dorothy, "Review of O. Lewis' La Vida," Critic, 25 (April, 1967), 74.

Denny, M. C., "Chicago Meets San Juan," Instructor, 76 (1967), 38-39.

Deschin, J., "Viewpoint; En Foco Photographers to Show How Puerto Ricans Live," Popular Photography, 75 (December, 1974), 30.

De Wesner, N. C., "ACTU Labor Schools for the Spanish-speaking," America, 93 (August 6, 1955), 451-53.

Diamonstein, B. D., "Review of O. Lewis' La Vida," Saturday Review, 49 (December 10, 1966), 58-59.

Díaz, Eileen, "A Puerto Rican in New York," Dissent, 8 (1961), 383-85.

Díaz, Manuel, et al., The Attitudes of Puerto Ricans in New York City to Various Aspects of Their Environment. New York: New York School of Social Work, 1953.

Díaz, Manuel, and Roland Cintrón, School Integration and Quality Education. New York: Puerto Rican Forum, 1964.

Dissent. "Review of O. Lewis' La Vida," Dissent, 14 (March-April, 1967), 235-39.

Distenfeld, Ariel, "Persisting Fetal Hemoglobin in a Puerto Rican Family," New York State Journal of Medicine, 66 (1966), 981-84.

Dodson, Dan W., Between Hell's Kitchen and San Juan Hill: A Survey. New York: New York University, 1952.

Dohen, Dorothy, "A New Juvenile Court Role in an Ethnically Controlled Community Agency," Social Work, 16 (1971), 25-29.

A report on the efforts of the Puerto Rican Community Development Project during the period of July, 1967, to March, 1969, to place in Juvenile Court non-professional Puerto Ricans that would represent the interests of the community before the authorities and also serve as a bridge between the Court officials and those arraigned before it. The program was successful in familiarizing Puerto Ricans, both parents and youth, with the Court system.

Donahue, Frances M., "A Study of the Original Puerto Rican Colony in Brooklyn, 1938-1943." Master's thesis, Fordham University, 1945.

Donchian, Daniel, A Survey of New Haven's Newcomers: The Puerto Ricans. New Haven, Conn.: Human Relations Council of Greater New Haven, 1959.

There were about 2,000 Puerto Ricans living in New Haven at the time. Spanish-speaking interviewers worked with a sample of 888. Seventy percent migrated looking for economic and educational opportunities. Most moved directly from Puerto Rico to New Haven. Most of the migrants came in family groups, were young, came from the rural areas or small towns of Puerto Rico, their adults had an education above the median in Puerto Rico, and most planned to settle permanently in New Haven. Their major problems were poor housing (crowded, expensive, and substandard), low incomes, low skill jobs, and difficulty with English.

Doob, Christopher B., "The Development of Peer Group Relationships among Puerto Rican Boys in East Harlem." Ph.D. dissertation, Cornell University, 1967.

Doob, C. B., "Family Background and Peer-Group Development in a Puerto Rican District," Sociological Quarterly, 11 (1970), 523-32.

Doob did a participant-observer study in East Harlem of 10 Puerto Rican boys aged 10 to 18 with less extensive observation of 48 others in the same age group. Based on the variables of cohesion and geographical range of activities, 4 types of groups were distinguished. Each group was then analyzed and individual members described. Doob has here attempted a study of differentiation within an ethnic group.

Dossick, Jesse J., "Workshop Field Study in Puerto Rican Education and Culture," Journal of Educational Sociology, 28 (1954), 174-80.

Doughty, P. L., "Review of O. Lewis' A Study of Slum Culture," Annals of the American Academy of Political and Social Science, 380 (November, 1968), 219.

Douglas, Jim, "New York Schools Encourage Bilingualism," San Juan Star, July 23, 1965, p. 16.

Dow, Janet, "Minority Executive Makes It in Steel," Commerce (Chicago), 71 (1974), 32-34.

On Nelson Carlo, Puerto Rican-born president and owner of Abbott Specialty Metals Steel Service Center, Chicago, Ill.

Drusine, Leon, "Some Factors in Anti-Negro Prejudice among Puerto Rican Boys in New York City." Ph.D. dissertation, New York University, 1955.

Dworkis, Martin, Impact of Puerto Rican Migration on Governmental Services in New York City. New York: New York University Press, 1957.

Graduate students in public administration gathered the information which is the basis for this work. They were supervised by Professor Dworkis. They studied the effects of the migration on crime and delinquency, education, employment, health and hospital services, housing, and welfare. Although the data is almost "raw" biases have crept into the text, such as "The emotional instability of many Puerto Rican youths." The statistics are outdated, of course, but they can be useful in the historical reconstruction of the community at that moment. Even the biases are enlightening.

Eagle, Morris, "The Puerto Ricans in New York City," in N. Glazer and D. McEntire (eds.), Housing and Minority Groups, pp. 144-77. Berkeley: University of California Press, 1960.

Eagle did research on a selected sample of households. He concluded that the slums were not created by the migrants. The housing which they were forced to accept already had the characteristics of a slum or

was soon approaching them. This was the result of the avarice of some landlords, discrimination in housing, and the low incomes of the great majority of the migrants. Eagle discovered that as their economic status improved they moved to housing which was not only better but was less expensive in terms of space than the one they had previously occupied. Thus, they were being exploited by landlords and real estate agents, with insufficient space, high rents, and inadequate services and facilities. Over 90% of Puerto Rican migrants found housing in the private sector, and although they were spread throughout the city, they were mostly settled in slums.

Economist. "Out of the Melting Pot," Economist, 211 (April, 1964), 273.

The article finds that second-generation Puerto Ricans have improved in the areas of education, employment, and income. Women have done it at a faster pace than men. But Puerto Ricans remain worse off than any other sector of the population. Puerto Ricans are asking principally for "Spanish-speaking teachers, compulsory kindergarten, instruction in Puerto Rican history and abolition of vocational high schools."

_____. "Puerto Ricans Not Guilty," Economist, 193 (October 3, 1959), 44.

According to this account the main problems of Puerto Ricans on the mainland are unskilled jobs, low income, poor housing, delinquency, and racism. The author states that Puerto Ricans are not over-represented in delinquent behavior and are law-abiding, a refutal of a declaration of a New York City judge that migration should be discouraged because Puerto Ricans were overly involved in crime and delinquency in New York.

_____. "Riots in a New Quarter," Economist, 219 (June, 1966), 1414.

The riots referred to were those that occurred in Chicago.

Ehle, John, Shepherd of the Streets: The Story of the Reverend James A. Gusweller and His Crusade on the New York West Side. New York: William Sloane, 1960.

An account of an Episcopalian minister in a Puerto Rican neighborhood and of his attempts to help his flock.

Elam, Sophia E., "Acculturation and Learning Problems of Puerto Rican Children," Teachers College Record, 61 (1960), 258-64.

Elam, S. E., "Poverty and Acculturation in a Migrant Puerto Rican Family," The Record, 70 (1969), 617-26.

Elinson, Jack, et al., Ethnic and Educational Data on Adults in New York City, 1963-1964. New York: Columbia, 1967.
A sample survey of 2,118 adults interviewed between 1963 and 1964 to establish the social categories of New York City adults by ethnicity. The characteristics studied were: educational and occupational mobility, family income, political preference, voting frequency, minority group feeling, and cultural participation. Puerto Ricans were one of the 8 ethnic groups studied.

Elman, R. M., "Puerto Ricans," Commonweal, 83 (January 7, 1966), 405-08.

El Mundo. "El Mirror y los Boricuas," El Mundo (Editorial), August 13, 1959.
An editorial by Puerto Rico's most prestigious newspaper protesting the tendency of American newspapers to blame all urban ills upon the Puerto Rican migrants.

Elsbery, James W., "The Effect of Social Interaction with the Peers of the Wider Social System upon a Retardate Subculture: The Negro, Puerto Rican, and Caucasian Educable Retardate in the Job Market." Ph.D. dissertation, Columbia University, 1972.
Ethnicity, socioeconomic status, and interaction with non-retardates were studied to see how they affected the capacity of a retardate to obtain employment. A formal program had been established to prepare the retardates for the job market. It was found that there were ethnic differences in terms of interaction with non-retardates. Blacks and Puerto Ricans tended to be more assertive and less submissive. However, this exuberance collided with the teachers' criteria for social maturity and it was thus a hindrance in the acquisition of employment for blacks and Puerto Ricans, despite the fact that for the other group the more interaction there was with non-retardates, the more likely they were to obtain employment.

Engel, Madeline H., "Ethnic and Racial Groups in Urban Communities in Crisis: A Report on the Eighth Annual Seminar on the Integration of Immigrants," International Migration Review, 2 (1968), 91-95.
According to Engel, the seminar was relevant to Puerto Ricans in the following ways. Its report concluded that power rather than ethnic culture should be emphasized in the analysis of group relations in the city. A group always needs a complex of institutions to insure it the power it requires. The Bilingual Education Act of 1968 was touched upon as leading to community organizations that should be the centers from which to administer news services to newcomers, since control of information was one of the most important sources of power.

Ernst, Robert, Immigrant Life in New York City, 1825-1863. New York: King's Crown Press, 1949.

Gives some information on early immigrants, such as that by the 1830's Cuban and Puerto Rican merchants had established a Spanish Benevolent Society in New York City.

Estades, Rosa, "Patterns of Political Participation of Puerto Ricans in New York City." Ph.D. dissertation, New School for Social Research, 1974.

The author worked in archives, and studied documents and papers, especially daily newspapers, for the history of the early migrants. For the contemporary scene, she based her conclusions on interviews. According to her, Puerto Ricans share many characteristics with the earlier European immigrants to the United States. However, the Puerto Rican case is unique due to the political relationship that exists between Puerto Rico and the United States. This relationship is much more important in understanding the migration of Puerto Ricans to the United States than the resemblances to the earlier European immigrants. In essence, the influence that Puerto Ricans have on New York party politics is heavily dependent on the kind of support they receive from the island. Election results in Puerto Rico, therefore, are decisive for New York Puerto Ricans.

Fantino, Eileen, "Children of Poverty," Commonweal, 62 (June 17, 1955), 271-74.

Puerto Ricans came to the United States to better their living standards. However, in New York they have to face the exploitation of earlier residents and the indifference of the city bureaucracy. According to the welfare agencies, Puerto Ricans are anxious to find employment and leave the welfare rolls, which they do as quickly as any other group. Poverty and the living conditions of the slums lead some into drug addiction or result in neuroses. The author does not give statistics on the frequency of these characteristics in the New York Puerto Rican population. In Commonweal, 62 (June 17 and July 8, 1955), 267 and 354-55, there is a discussion of the issues raised.

Farina, Feliciano, "Las emigraciones," Revista de Agricultura, Vol. 19, No. 5 (November, 1927), p. 263.

Feigenbaum, Lawrence, "Teaching English to Puerto Rican Youth," High Points (January, 1952), pp. 45-48.

Fennessey, James, An Exploratory Study of Non-English Speaking Homes and Academic Performance. Baltimore: Johns Hopkins, 1967.

Based on the 1966 report by James Coleman, the author discusses Puerto Rican public school pupils in

New York City in regards to the relationship between ethnic characteristics and the language spoken at home. He also treats the differences in the vocabulary test scores of Puerto Rican children from homes using Spanish and from homes using English.

Fenton, Jerry, Understanding the Religious Background of the Puerto Rican. Cuernavaca, Mex.: Centro Intercultural de Documentación, 1967.

Fernández Marina, Ramón, "The Puerto Rican Syndrome: Its Dynamics and Cultural Determinants," Psychiatry, 24 (1961), 79-82.

An analysis of a seizure or hysterical attack said to be peculiar to Puerto Ricans.

Fernández Méndez, Eugenio, "¿Asimilación o enquistamiento? Dos polos del problema de la emigración transcultural puertorriqueña," La Torre (January-March, 1956), pp. 137-45.

_____, La Identidad y la Cultura. San Juan: Instituto de Cultura Puertorriqueña, 1970.

This collection of essays reprints several of the author's articles that deal with the migration.

Fernós Isern, Antonio, "The Role of Puerto Rico and Its People in the Americas," Journal of Educational Sociology, 35 (May, 1962), 397-401.

Ferree, William, et al. (eds.), Report on the First Conference on the Spiritual Care of Puerto Rican Migrants. New York: Archdiocese of New York, 1955. New York: Office of Coordinator of Spanish Catholic Action, 1956. Cuernavaca, Mex.: Centro Intercultural de Documentación, 1970.

A conference was held in April, 1955, to discuss the religious background and needs of Puerto Rican migrants. Their culture and the changes it undergoes in the United States were treated. There are articles, diocesan reports, and a summary of the discussions. Although much of the material is out of date, the report presents an overview of the concerns of the Catholic Church in terms of the Puerto Rican migrants.

Finnochiaro, Mary, "Our Schools Must Meet the Challenge of a New Migration," High Points (March, 1953), pp. 29-33.

_____, "Puerto Rican Newcomers in Our Schools," Journal of Educational Sociology, 28 (1954), 157-66.

In 1954 around 50,000 Puerto Rican children attended New York City public schools. The author discusses some of the programs adopted by the school system in order to serve them, emphasizing the change in educational policy from assimilation to cultural pluralism. There were

changes in the curriculum and in student classification. There were also programs created to familiarize teachers with the culture of Puerto Rico and with the teaching of English as a second language.

_____, "A Suggested Procedure in the Teaching of English to Puerto Ricans," High Points (May, 1949), pp. 29-33.

_____, Teaching English As A Second Language. 2nd ed. New York: Harper and Row, 1970.

Fisch, Stanley, "Botanicas and Spiritualism in a Metropolis," Milbank Memorial Fund Quarterly, 46 (1968), 377-88.
A study of the extent, nature, and significance of Puerto Rican folk medicine and spiritualistic practices in a South Bronx neighborhood with a population of 45,000 people, out of which 40% were Spanish-speaking. The author attended seances and interviewed curanderos (healers) and espiritistas (believers in spiritualism). He concluded that a significant portion of the Spanish-speaking population of the neighborhood practiced spiritualism and that spiritualism influenced to a large degree the social relations and in particular the state of health of this population. He suggests that spiritualistic practices be taken into consideration when establishing health programs for the neighborhood, such as the prescription of herbs, and that a referral system be set up between the neighborhood's health center and the spiritualists. The latter could also function in the area of psychotherapy. He recommends a research project to study the success or failure of spiritualistic treatment.

Fishman, Joshua, et al. (eds.), Bilingualism in the Barrio. Bloomington, Indiana: University Press, 1971.
A massive two-year study of bilingualism among New York Puerto Ricans.

Fishman, Joshua A., Language in Sociocultural Change. Stanford: Stanford University Press, 1972.

Fishman, J. A. (ed.), Language Loyalty in the United States. The Hague: Mouton, 1966.
Although some of its conclusions are doubtful, this is a formidable and valuable study of language retention in the United States.

Fishman, J. A., and E. Herasimchuk, "Multiple Prediction of Phonological Variables in a Bilingual Speech Community," American Anthropologist, 71 (1969), 648-57.

Fishman, J. A., "A Sociolinguistic Census of a Bilingual Neighborhood," American Journal of Sociology, 75 (1969), 323-39.

Fishman, J. A., and C. Terry, "Validity of Census Data on Bilingualism in a Puerto Rican Neighborhood," American Sociological Review, 34 (1969), 636-50.

The authors studied 431 youths of Puerto Rican background in downtown Jersey City and concluded that the Census data on bilingualism have considerable validity.

Fitch, Lyle C., and Annmarie H. Walsh (eds.), Agenda for a City: Issues Confronting New York. New York: Sage Publications, 1970.

Fitzpatrick, Joseph P., "The Adjustment of Puerto Ricans to New York City," in Milton L. Barron (ed.), Minorities in a Changing World, pp. 277-88. New York: Knopf, 1967. And in Journal of Intergroup Relations, 1 (1959-1960), 43-51.

A discussion of the relationship between the adjustment of Puerto Ricans to New York City and discrimination and prejudice. The author points out that Puerto Ricans are used as scapegoats and blamed for many of the city's problems, such as crime, the velocity of change, culture-conflict, etc. He discusses some of the factors that may aid adjustment and points out the extent of miscegenation among the Puerto Rican population. In a study of 6 parishes, 25% of all Puerto Rican marriages were between people of noticeable color differences.

Fitzpatrick, J. P., "Attitudes of Puerto Ricans toward Color," American Catholic Sociological Review, 20 (1959), 219-33.

A discussion of the influence that Puerto Rican attitudes towards racial intermingling and intermarriage may have on miscegenation in New York City and of the possibility that American racism may create racial divisions within the Puerto Rican community. Some of the conclusions are based on the frequency of miscegenation among Puerto Ricans in 6 New York parishes and among the families discussed in B. Berle's study. The author concludes that the anxiety felt by some Puerto Ricans over the issue of color is exacerbated in New York. Although only whites are present at some types of gatherings, racial intermingling is common in all ordinary circumstances. Racial intermingling and intermarriage is most frequent among members of the lower class. Members of the upper class, on the other hand, are proud of their whiteness and of their Spanish ancestry--limpieza de sangre (purity of blood). According to the author, the phenotype is secondary to social class in the racial classification of a mulatto as either white or trigueño (dark). Since racial classification into 3 categories (white, trigueño, and black) is unknown in New York, Puerto Ricans, particularly the triguenos, become confused. The latter, since they are racially mixed, resist

assimilation into American culture, for it will entail their assimilation into black America. They face the most difficulty, and their anxiety over their racial classification is related to their health problems. According to the author, Herberg's expectation--that Puerto Rican whites would assimilate to American whites while all others would assimilate to American blacks--had proved false. Although the Puerto Rican middle class in the United States remains sensitive to race and color, perhaps because its members do not feel at home, the author expects racial mingling and the acceptance of inter-racial marriage to remain widespread.

_____, "Crime and Our Puerto Ricans," Catholic Mind, 58 (1960), 39-50. See pp. 415-21 in Gus Tyler, Organized Crime in America. Ann Arbor: The University of Michigan Press, 1962.

A comparison of Puerto Ricans with earlier immigrants in this sphere, stressing the propensity of New Yorkers to blame the problems of the city on the newest arrivals.

_____, Delinquency and the Puerto Ricans. New York: Commonwealth of Puerto Rico, Migration Division, 1959.

A short history of the imputation of criminal behavior made against immigrants to New York City. Stresses the fact that there is less criminal behavior among Puerto Ricans than was to be expected.

_____, "Helping the Mainland; Excerpt from Address," Time, 74 (October 26, 1956), 34.

_____, " Il ruolo della parrocchia nell'assistenza spirituale dei nuovi immigrati (i portoricani a New York)," Studi Emigrazione, 3 (1966), 1-27.

A brief history of the immigrant national and language parishes of the Archdiocese of New York and of the present policy of integrated parishes. The first Catholic Church in New York City, St. Peter's on Barclay Street (established in 1785), offered services in 4 languages. As immigration increased, Pope Leo XIII promoted the creation of national parishes as the best way of providing for the religious needs of the immigrants. This policy reached its greatest development under Archbishop Corrigan (1885-1902). By the third generation the national parish was no longer needed since assimilation had taken place. In the 1920's national parishes were established for Puerto Ricans--Our Lady of the Miraculous Medal (1926) and Holy Agony (1930). But the national parish faced difficulties in this instance: Puerto Ricans did not bring with them a national clergy, the city already had a network of established parishes, and the number of migrants was too large. The author analyzes population changes between 1950 and 1960 in 5 parishes.

In all but one the total population declined but the number of Puerto Ricans increased. Cardinal Spellman adopted the policy of integrated parishes, together with the appointment of Spanish-speaking priests. The Office of Coordinator of Spanish Catholic Action was established in 1953 and Father Ivan Illich founded at the Catholic University of Puerto Rico the Institute of Intercultural Communication (1951) for the training of priests that would serve Puerto Ricans.

_____, "The Integration of Puerto Ricans," Thought, 30 (1955), 402-20.

A changed situation makes the cultural assimilation of Puerto Ricans different from that of earlier immigrants.

_____, "Intermarriage of Puerto Ricans in New York City," American Journal of Sociology, 71 (1966), 395-406.

A study of the marriage of Puerto Ricans to Puerto Ricans and to non-Puerto Ricans during the period 1949-1959. Both first and second generation were studied. The author indicates that assimilation is taking place rapidly due to the rate of exogamy, especially among the second generation. Only among women was there a positive correlation between exogamy and higher occupational status. In comparison to Puerto Rico there was a decrease in the number of Catholic and civil ceremonies and an increase in the Protestant ones in New York. Catholic ceremonies increased during the period and were more common among the second generation than in the first. Among the former age at marriage dropped. There is a comparison of the data with that presented by Drachsler for New York immigrants during the period 1908-1912.

_____, "Mexicans and Puerto Ricans Build a Bridge; Role of Spanish-speaking Catholic Church," America, 94 (December 31, 1955), 373-75.

_____, "Oscar Lewis and the Puerto Rican Family," America, 115 (December 10, 1966), 778-79.

_____, Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

An examination of the migration, with a special focus on New York and an emphasis on the problems of identity and community as factors in assimilation. Most of the statistics are from the 1960 Census and therefore are out of date. The main topics covered are the cultural roots of the migrants, migration to New York, the host society, family, color, religion, education, welfare, mental illness, drug abuse, the community, and assimilation. The author expects eventual assimilation.

_____, "Puerto Rican Culture and Organized Social Services," in AFL-CIO Community Service Activities, Our Puerto Rican Fellow Citizens. New York: AFL-CIO, 1960.

_____, "Puerto Ricans in Perspective: The Meaning of Migration to the Mainland," International Migration Review, 2 (1968), 7-8.

A brief sketch, emphasizing the long history of New York's capacity to assimilate immigrants. Identity, politics, education, religion, and the influence of the Black Power movement are mentioned.

_____, "Review of O. Lewis' La Vida," America, 115 (December 10, 1966), 778-79.

Fleisher, Belton M., "The Impact of Puerto Rican Migration to the United States," in Mark Perlman (ed.), Human Resources in the Urban Economy, pp. 179-94. Baltimore: Johns Hopkins Press, 1963.

A study of the effect of Puerto Rican migration to the United States, especially New York, on population mobility within the United States, and on earnings and industrial location. The author draws parallels to earlier European immigration, stressing that both increased the strength of the labor movement. Puerto Rican migration has contributed to a relative fall in earnings in New York.

Fleisher, B. M., "Some Economic Aspects of Puerto Rican Migration to the United States," Review of Economics and Statistics, 45 (1963), 245-53.

The author found a significant relationship between labor demand in the United States, inexpensive transportation, and a rise in the labor force of Puerto Rico, and the volume of migration during the later part of the 1940's and the early years of the 1950's. The migrants spread in Puerto Rico news of employment opportunities in the United States and helped others to pay for their transportation, to find work, and to get established.

_____, "Some Economic Aspects of Puerto Rican Migration to the United States." Ph.D. dissertation, Stanford University, 1962.

Fox, Rosa, "Puerto Ricans in Your Town," American Unity, 11 (1953), 3-8.

Freidel, Frank B., The Negro and Puerto Rican in American History. Boston: D. C. Heath, 1964.

Mostly on blacks. Pedestrian on Puerto Ricans.

Freilich, Morris, "Review of O. Lewis' A Study of Slum Culture," American Anthropologist, 71 (April, 1969), 322.

Freudenberger, H. J., "Crisis Intervention, Individual and Group Counseling, and the Psychology of the Counseling Staff in a Free Clinic," Journal of Social Issues, 30 (1974), 77-86.

Friedlander, Stanley L., Labor Migration and Economic Growth: A Case Study of Puerto Rico. Cambridge, Mass.: M.I.T. Press, 1965.

A highly technical and sophisticated study of the effects of emigration on the economic growth of Puerto Rico.

Furst, Philip W., Puerto Ricans in New York City. New York: Puerto Rican Social Services, 1963.

A study based on both private and public sources that gathers and analyzes the statistics on Puerto Ricans in the areas of delinquency, education, employment, health, housing, and migration. Furst stresses the many social problems that face Puerto Ricans. He sees improvement in the second generation and among those that have resided in the city for a long time. The author believes that "the hysteria of the late forties has subsided."

Gaber, A., "Aquí estoy . . . Here I Am; Storefront English Language Center for Spanish Speakers," American Education, 7 (1971) 18-22.

Galíndez Suárez, Jesús, Puerto Rico en Nueva York; aspectos de la vida en el Harlem hispano. Mexico: Cuadernos Americanos, 1952.

_____, Puerto Rico en Nueva York; sociología de una inmigración. Buenos Aires: Editorial Tiempo Contemporáneo, 1968.

Gallardo, José M. (ed.), Conference on Education of Puerto Rican Children on the Mainland, San Juan, P.R., 1970: Proceedings. Santurce, P.R.: Department of Education, 1972.

Gallaway, Lowell E., and Richard K. Vedder, "Location Decisions of Puerto Rican Immigrants to the United States," Social and Economic Studies, 20 (1971), 188-97.

An analysis of data on Puerto Rican migration to the United States during the period 1947-1960 to determine the factors that influenced the migrant's choice of state in which to locate. The migrants showed themselves extremely sensitive to the differences among the states in per capita income and to employment opportunities. The distance between a given state and the New York City-Miami area influenced the number of Puerto Ricans in that state. The authors found a significant positive relationship between the total population of a state and its Puerto Rican component.

García, Alonso, "Discrimination Against Puerto Ricans," in Governor's Advisory Commission on Civil Rights, pp. 79-80. Springfield, Ohio: December, 1958.

García, César, Spirits, Mediums, and Social Workers. New York: New York School of Social Work, 1956.

García Olivero, Carmen S., Study of the Initial Involvement in the Social Services by the Puerto Rican Migrants in Philadelphia. New York: Vantage Press, 1971.
A study of some of the factors that influence the relationship between Puerto Ricans and social workers.

_____, "Study of the Initial Involvement in the Social Service by the Puerto Rican Migrants in Philadelphia." Ph.D. dissertation, University of Pennsylvania, 1968.

Gartner, Lloyd P., "The Five Demands at New York City College," Midstream, 15 (1969), 15-35.
An account of the 1968 crisis at CCNY.

Geisman, L. L., and U. C. Gerhart, "Social Class, Ethnicity, and Family Functioning: Exploring Some Issues Raised by the Moynihan Report," Journal of Marriage and the Family, 30 (1968), 480-87.

Geltman, M., "Review of O. Lewis' La Vida," National Review, 19 (April 18, 1967), 426-28.

Geographical Review. "Overcrowded Porto Rico," Geographical Review, 1 (1916), 211.

_____, "Puerto Ricans in New York City," Geographical Review, 44 (1954), 143-44.
The author believes that Puerto Ricans in general refuse to assimilate because assimilation would lower them to the status of blacks and with non-assimilation a higher status can be preserved. He also states that one of the "out-push" forces in the migration is island overpopulation.

Gernes, Arthur C., Implications of Puerto Rican Migration to the Continent Outside New York City. New York: Commonwealth of Puerto Rico, Migration Division, 1956. (Printed in Spanish also. The Spanish version appeared in La Torre, January-March, 1956, pp. 97-111.)
A discussion of the dispersion of the Puerto Rican population throughout the United States and the influence of the Employment Service on the process. Puerto Rico seen as a manpower source for the U.S. labor force.

Gillotti, W. P., "Ethnic Cliches," Commentary, 37 (January, 1964), 6.
A letter to the editor that accuses Glazer of applying many of the cliches about blacks to Puerto Ricans. Gillotti

also accuses Glazer of creating a "comforting hallucination" and ignoring the "ravaging contradictions in the Puerto Rican situation." According to the author, Glazer errs when he sees the Puerto Rican migration as similar to earlier ones, when he assumes that assimilation is inevitable, and that Puerto Ricans will become part of the middle class. Gillotti stresses the special characteristics of the Puerto Rican case--the transient characteristics of the movement, the continuing segregation of Puerto Ricans in a ghetto, the doubts about self and community identity and about the decision to migrate, the issue of the relationship that exists between Puerto Rico and the United States. Gillotti believes that the Puerto Rican community will remain a permanent "settlement of urban migratory workers."

Glazer, Nathan, "Beyond Income Maintenance--A Note on Welfare in New York City," The Public Interest, No. 16 (Summer, 1969), 102-22.

New York City provides poverty level maintenance through its welfare program.

Glazer, N., "Ethnic Groups and Education: Toward the Tolerance of Difference," Journal of Negro Education, 18 (1969), 187-95.

A discussion of the implications for the educational system of ethnic differences in school achievement regardless of social class.

_____, "Is 'Integration' Possible in the New York Schools?," Commentary, 30 (September, 1960), 185-93.

A discussion of the factors involved in the inferior education provided by ghetto schools.

_____, "A New Look at the Melting Pot," The Public Interest, No. 16 (Summer, 1969), 180-87.

_____, "New York's Puerto Ricans," Commentary, 26 (December, 1958), 469-78.

A review of Beatrice Berle's 80 Puerto Rican Families in New York City; Elena Padilla's Up from Puerto Rico; and Christopher Rand's The Puerto Ricans and a discussion of some of the characteristics of the New York Puerto Rican population. According to Glazer, life in New York is better for Puerto Ricans than in Puerto Rico. Puerto Ricans, moreover, have had to suffer less than earlier European immigrants due to the welfare state and to the sympathy for the racially different that prevailed after the Second World War. Puerto Ricans have surpassed blacks and Mexican-Americans in becoming self-employed and the growth of a middle class among them is to be expected. Puerto Ricans are accustomed to and dependent on government paternalism. They have not used education for social mobility. Their most serious problem is housing, which is scarce and

expensive. This has led to the dispersal of the Puerto Rican population throughout the city, preventing them from having control over one area. Some of Glazer's statements are highly doubtful and not substantiated, but an important article due to its author, the date of publication, and the periodical in which it was published.

_____, "Puerto Rican Migration: Right Place, Wrong Time?," America, 125 (October 30, 1971), 339-41.

_____, "The Puerto Ricans," Commentary, 36 (July, 1963), 1-9.
This is a shorter version of the chapter on Puerto Ricans in Beyond The Melting Pot. The author discusses the problems that Puerto Ricans must face in New York City and indicates those areas where there has been improvement. He suggests that the main contribution that Puerto Ricans may make to American culture is to teach other Americans to be less racist. There is a reply by W. P. Gillotti in Commentary, 37 (January, 1964), 6.

_____, "Review of O. Lewis' La Vida," Commentary, 93 (February, 1967), 83-85.

_____, and Daniel P. Moynihan, Beyond The Melting Pot. Cambridge, Mass.: M.I.T. Press and Harvard University Press, 1963, 1970.
The book includes a chapter on Puerto Ricans that compares Puerto Ricans to other immigrant and migrant groups in New York City. There is a discussion of the characteristics of the migrant as he arrives, his relationship to Puerto Rico, his opportunities for employment and for entry into business and the professions, his average income, and the effects of migration on his culture. The second edition updates some material in a new introduction that stresses that while the importance of religion has decreased as a component of New York City life, race and ethnicity have become more significant. The authors find that the socio-economic status of Puerto Ricans has not improved as much as they expected. Puerto Ricans remain at the bottom of the socio-economic ladder. However, the second generation shows the characteristics of real improvement. One of the most influential studies on the ethnic and racial groups of New York. It presents an outsider's point of view in the case of Puerto Ricans. Moreover, Glazer did not use any material in Spanish and tended to accept uncritically some of the secondary literature, particularly that dealing with the island background. This is an expanded version of an article that appeared in Commentary (July, 1963). Glazer stresses the fact that while Puerto Ricans have many social organizations, these do not play as important a role as similar organizations did for earlier immigrants. He suggests that community organization and leadership are weak among Puerto

Ricans due to the closeness of the island. This is also due to the dispersal of Puerto Ricans throughout the city. Puerto Ricans, although Catholic, do not tend to participate in Catholic activities. The most energetic religious organizations among them are the pentecostal sects. He suggests that Puerto Ricans may teach other New Yorkers to be less racist. See W. P. Gillotti, "Ethnic Cliches," Commentary, 37 (January, 1964), 6.

Goldsen, Rose K., "Puerto Rican Migration to New York City." Ph.D. dissertation, Yale University, 1953.

Golub, Fred T., The Puerto Rican Worker in Perth Amboy, New Jersey. New Brunswick, N.J.: Rutgers University, Institute of Management and Labor Relations, 1956.

A study of the problems faced by Puerto Rican unskilled laborers in an industrial town. In 1955 there were around 3,000 Puerto Ricans in Perth Amboy. There was a demand for unskilled labor there. The data are out of date but it offers material on former working conditions, and employment integration and patterns. The author expects assimilation of Puerto Rican workers to the work patterns of non-Puerto Ricans.

González, Agustín, Problems of Adjustment of Puerto Rican Boys. New York: New York School of Social Work, 1956.

González, José Luis, El Hombre en la calle. Santurce: P.R. Editorial Bohique, 1948.

Some of the short stories in this collection deal with the New York experience of Puerto Ricans.

_____, En este lado. Mexico: Los Presentes, 1954.

The author treats the problem of racial prejudice against U.S. blacks and the migration experience of Puerto Ricans in some of the short stories collected here, even though many of his characters are non-Puerto Rican. The themes treated are those, such as American racism, that affect Puerto Ricans. González renounced his American citizenship and became a Mexican citizen.

_____, "La noche que volvimos a ser gente," El Urogallo, Madrid, No. 2 (April-May, 1970), 45-55.

A short story that takes place in New York City. The author treats the migration experience also in the short stories "Nueva York" and "El Pasaje," the former included in his collection of short stories El Hombre en la calle (Santurce, P.R., Editorial Bohique, 1948), while the latter forms part of González's En este lado (Mexico, Los Presentes, 1954). "La noche que volvimos a ser gente" deals with the power blackout that took place on November 9, 1965. González believes that this is his best treatment of Puerto Ricans in New York.

_____, Paisa. 1st ed. Mexico: Fondo de Cultura, 1950.
The focus of this short novel is the life of Puerto Ricans in New York. It treats the planning of a hold-up by Andrés Morales (Paisa) and an unnamed companion. In flashbacks, the tale of Morales' migration to New York is told, beginning with the move from the countryside to a San Juan slum and then to New York. The resemblances to Marqués The Oxcart are evident. His early experiences in the city are told in the same fashion--being beaten by schoolmates, finding in a trash can the mutilated corpse of a Puerto Rican child, losing jobs because he is a Puerto Rican. There is also a discussion of the relative merits of crime or traditional political means as responses to the oppression of Puerto Ricans in New York. This novel is Gonzalez's most important treatment of migration. His attitude toward this process resembles those of Rene Marqués and Pedro Juan Soto rather than that of Guillermo Cotto-Thorner.

González, Wilson, A Study of Ten Self-Sufficient Puerto Rican Families in New York City. New York: New York School of Social Work, 1956.
Many of these families have only one or two children.

Goodman, Samuel M., et al., Who Are the Puerto Rican Pupils in the New York City Public Schools? New York: New York City Department of Education, 1956.

Goodsell, J. N., "Review of O. Lewis' La Vida," Christian Science Monitor (December 8, 1966), 19.

Gordon, David M., "Income and Welfare in New York City," The Public Interest, No. 16 (Summer, 1969), 64-88.
A study of income distribution by income and ethnic group. The author stresses that during the 1960's blacks and Puerto Ricans did not improve their socio-economic status in relation to the whole society but remained in the same relative positions. The findings were challenged by the Center for New York City Affairs of the New School for Social Research. See The New York Times, February 23, 1970.

Gosnell, Patria A., "The Puerto Ricans in New York City." Ph.D. dissertation, New York University, 1945.

Gotsch, John W., "Puerto Rican Leadership in New York." Master's thesis, New York University, 1966.
The author found the bulk of the Puerto Rican leadership to be conservative, reformist, and traditional. Militants among them were weak.

Granda, Germán de, Transculturación e interferencia inqüística en el Puerto Rico contemporáneo, 1898-1968. Piedras: Editorial Edil, 1972.
De Granda discusses the impact that American culture has had on that of Puerto Rico, especially its language. He

pays attention to the role that the migrants have played in the process. The book is a controversial work since it deplores the contamination of Puerto Rican culture by the "American way of life" and because of its pessimism about the ability of Puerto Rican culture to survive under the tremendous cultural pressure issuing from the U.S.

Gray, Lois S., "Economic Incentives to Labor Mobility: The Puerto Rican Case." Ph.D. dissertation, Columbia, 1967.
A study of the economic effects of migration on the income and occupational status of Puerto Ricans. The author examines the characteristics, destination, and long-term fluctuations of the migration.

_____, The Labor Union and Puerto Ricans in New York City. Ithaca, N.Y.: Cornell University Press, 1963.
A study of the programs that labor unions have set up for their Puerto Rican members. It stresses the attempts of the Central Labor Council to protect Puerto Rican workers from exploitation by some employers and unions. A majority of adult Puerto Ricans are unionized.

Green, Helen B., "Comparison of Nurturance and Independence Training in Jamaica and Puerto Rico, with Consideration of the Resulting Personality Structure and Transplanted Social Patterns," Journal of Social Psychology, 51 (1960), 27-63.
According to the author, the areas of strength and weakness in the personality structure of groups remain the same when these migrate. Puerto Ricans are strong in the contiguities of encouragement, the extensive social relations, and the ideals of pessimism and acceptance. They are weakened by worries over male dominance, female martyrdom, and the democratization of society. She traces these traits to the Spanish tradition.

Green, Vera M., "Courtship Patterns in Eastville." Master's thesis, Columbia University, 1955.
A discussion of the decrease of parental authority in the area of relations between the young of opposite sex.

Greenspan, Richard, Puerto Ricans on Long Island. New York: Aspira of New York, 1971.

Grieser, Norman, "Airborne from San Juan," New Republic, 117 (November 3, 1947), 21-24.
Puerto Ricans come to New York City to improve their socio-economic status. They are met with hostility by the older residents. Even though slums existed before their arrival, they are blamed for them. Newspapers emphasize the problematical aspects of the migration and ignore the fact that most Puerto Ricans are self-supporting and that the community includes shop owners, professionals, and members of the upper and middle classes.

Groty, Dorothy R., "Puerto Rican Families in the Navy Yard District of Brooklyn," unpublished M.S., 1931 (Covello Papers in possession of F. Cordasco).

Gruber, Ruth, "E. 110th Street Isn't the Universe: The Puerto Rican in New York," N.Y. Herald Tribune, December 6, 1958.

Guerra, Emilio L., "Orientación de los estudiantes de Puerto Rico en la Ciudad de Nueva York," El Diario de Nueva York, March 28, 1949, p. 6.
A Spanish version of the next entry.

_____, "The Orientation of Puerto Rican Students in New York City," Modern Language Journal (October, 1948), 415-20.

_____, "The Role of Spanish in the Orientation of non-English Speaking Pupils," Hispania, 32 (1949), 59-63.

Gutwirth, Linda W., "Big Men on Campus: A Study of Informal Leadership Among Black and Puerto Rican Students in an Urban High School." Ph.D. dissertation, CUNY, 1974.
A study of the rise and fall of informal leaders in subordinate groups. When freshman students began a strike in an urban school, there emerged first a "charismatic" leader among them, followed by a "traditional" one. The author analyzes the process using Weber's concepts.

Hamill, P., "Coming of Age in New York," New Yorker, 2 (November 24, 1969), 33-47.

Hamilton, A., "Here Come the Tutors: College Students Operate Their Own Education Corps," PTA Magazine, 60 (1965), 7-9.

Hammer, Richard, "Report From a Spanish Harlem 'Fortress,'" New York Times Magazine, January 5, 1964, p. 22.
A report on interviews of school drop-outs in Spanish Harlem. The journalist stresses the bitterness and disillusionment of Puerto Rican youth, perhaps without having spoken to an adequate sample to justify such a sweeping generalization.

Handlin, Oscar, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis. Cambridge, Mass.: Harvard University Press, 1959; Garden City, N.J.: Doubleday, 1962 (2nd ed.).
An expert in American immigration history, Handlin compares blacks and Puerto Ricans to earlier immigrant groups such as the Germans, the Irish, the Italians, and the Jews and concludes that both groups have taken on the roles of the former European immigrants, a conclusion that has drawn attacks from spokesmen of both groups. Handlin discusses, among other things, the problem of leadership and group action and the tendency of white Puerto Ricans

to de-emphasize their Puerto Rican background and of colored Puerto Ricans to overstress it so as to separate themselves from black Americans. Although there are massive problems in the areas of education, employment, income, and color prejudice, the author is optimistic that solutions will be found.

_____, "Review of O. Lewis' La Vida," Atlantic Monthly, 218 (December, 1966), 138-44.

Harrington, Janette T., "Puerto Rico: Bridge Between the Americas," Presbyterian Life, 17 (February, 1964), 14-21.

Harrington, Michael, "Review of O. Lewis' La Vida," New York Times Book Review, 7 (November 20, 1966), 1-3.

Hartford, Connecticut. Greater Hartford Council of Churches. Hartford y Usted: Un Guia. Hartford: Council of Churches, n.d.

Hasting, W. F., "Our Puerto Rican Friends," Christian Century, 67 (December 20, 1950), 1525.

Helfgott, Roy B., "Puerto Rican Integration in the Skirt Industry in New York City," in A. Antonovsky and L. Lorwin (eds.), Discrimination and Low Incomes, pp. 249-79. New York: New York State Commission Against Discrimination, 1958.

After the Second World War there were created in the skirt industry about 4,000 jobs, which were mainly occupied by Latin Americans, especially Puerto Ricans, who became essential to the economic future of New York City. Helfgott considers the integration of Puerto Ricans into the unions very important for the future of the labor movement. He analyzes the steps taken by one local of the ILGWU to accomplish this. He concludes that the program has been relatively successful in overcoming problems of discrimination and exploitation, and in integrating Puerto Ricans into all job levels and some leadership positions. On this point see the different position of Herbert Hill in his two articles in New Politics, 1 (1962), 6-17 and 2 (1963), 3-27.

Helm, June (ed.), Spanish-speaking People in the United States; Proceedings of the 1968 Annual Spring Meeting. Seattle: University of Washington Press, 1969.

Hentoff, N., "Review of O. Lewis' La Vida," New Yorker, 43 (March 4, 1967), 154.

Hernández, J., "El Centro in Jersey City," America, 102 (November 14, 1959), 199.

Hernández Álvarez, José, "Migration, Return, and Development in Puerto Rico," Economic Development and Cultural Change, 16 (1968), 574-87.

The 1960 Puerto Rican census listed 34,040 residents as return migrants. Hernandez considers this figure as inaccurate. For 1965 the number was estimated at 145,000. In an analysis of the 1960 census data, the author divides the return migrants into two groups--those economically successful and those that have encountered economic difficulties both in the United States and in Puerto Rico. A continuation of return migration will entail the absorption of a labor force with low industrial skills at a time when Puerto Rico is shifting its economy to labor intensive industries.

_____, "The Movement and Settlement of Puerto Rican Migrants within the U.S., 1950-1960," International Migration Review, 2 (1968), 40-50.

A study of the geographic movement and settlement of Puerto Ricans within the United States from 1950 to 1960, using the 1960 census. The author discusses the indices of stability, generational differences in migration to the U.S., interstate mobility, and the ratios of residents in New York State to residents outside it. He provides tables to illustrate the discussion.

_____, Return Migration to Puerto Rico. Berkeley: University of California, 1967.

A major study that examines the 1960 census data on the characteristics of the migrants and of those that return. The author discusses the general characteristics of Puerto Rican migration, the geographic mobility of the population (rate, time, and place of migration and the geography of return migration), the pattern of return migration and resettlement and the economic and social characteristics of the return migrants, their family structure, fertility, occupational characteristics, industrial distribution, and the socio-economic characteristics of U.S.-born Puerto Rican members of the island's labor force. A final chapter presents typical cases of successful and unsuccessful return migrants. Perhaps the best work done by a Puerto Rican on the migration. However, it is sometimes difficult to keep track of the migrants under such a barrage of figures. Is it significant that a Puerto Rican has chosen to study the return migration in detail rather than the original movement to the mainland?

Hernández Cruz, Víctor, Mainland. New York: Random House, 1973.

_____, Snaps. New York: Vintage, 1968.

Hertz, Edwin, "Black and Puerto Rican Reformers: An Ethnic Priorities Framework for Minority Disenchantment with

Integrated Local Politics," Indian Sociological Bulletin, 7 (1970), 167-77.

Using a 1965 survey of blacks and Puerto Ricans active in political reform clubs in New York City, Hertz demonstrates that since the Second World War there has been a change among blacks and Puerto Ricans from political apathy to involvement. Group consciousness has sought to express itself in politics. The individuals studied were Democrats, members of civil-rights groups and community-oriented organizations. The needs of their respective group dominates their politics. They are not interested in issues not related to their communities. The main characteristics of their political behavior and attitudes are the centering of politics on the neighborhood ethnic community, and the resentment and disenchantment when liberals turn their attention to non-ethnic issues. By the end of 1966 these ethnic leaders had withdrawn from their alliance with liberals to establish their own organizations.

Hertzig, M. E., and H. G. Birch, "Longitudinal Course of Measured Intelligence in Preschool Children of Different Social and Ethnic Backgrounds," American Journal of Orthopsychiatry, 41 (1971), 51-72.

Hiestand, Dale L., "Equal Employment in New York City," Industrial Relations, 9 (1970), 294-307.

According to the author, employment opportunities for blacks and Puerto Ricans during the 1960's both improved and worsened because while white-collar and service occupations increased in number, manufacturing declined, reducing the opportunities of unskilled and semi-skilled workers. Since the percentage of the white population went down, there were openings created in the labor market that could be filled by blacks and Puerto Ricans. The attention paid to minority groups by the power structures was also beneficial. But there are still trouble spots such as the control that working-class white ethnics exercise over skilled union jobs and the influence that they have over several types of businesses.

Hill, Herbert, "The ILGWU--Fact and Fiction," New Politics, 2 (1963), 3-27; and "Puerto Ricans and the ILGWU," New Politics, 1 (1962), 6-17.

In these articles the labor secretary of the NAACP accuses the union of discrimination against blacks and Puerto Ricans. According to Hill the union leadership went so far as to prevent the job training of minority members to prevent their integration into skilled job levels.

Hilliard, Raymond M., The "Puerto Rican Problem" of the City of New York Department of Welfare. New York: Welfare Department, 1949.

A report by the Welfare Commissioner to Mayor O'Dwyer.

Hobart, Charles W., "Underachievement Among Minority Group Students: An Analysis and A Proposal," Phylon, 24 (1963), 184-96.

Blacks, Mexicans and Puerto Ricans have a damaged self-concept, inadequate motivation, lack of information about employment opportunities, and must face the resistance of their community and peers to their socioeconomic mobility.

Hockhauser, Aidalina, A Pilot Study of "Problem Children" of Puerto Rican Background. New York: Board of Education, 1956.

Hoffman, Gerard, and J. A. Fishman, "Life in the Neighborhood," International Journal of Comparative Sociology, 12 (1971), 85-100.

The authors conducted open-ended interviews in Jersey City, N.J. There were 32 male respondents from about 90 Puerto Rican households. They sought information on bilingualism and biculturalism, and on the attitudes, beliefs, and opinions held by the community on these topics. Their conclusions are that it is false to regard all Puerto Ricans on the road to acculturation and to expect that contact with the dominant culture will shatter the traditional Puerto Rican culture. Contact does not necessarily lead to acculturation and the latter process need not be destructive. Most Puerto Ricans that were interviewed were attempting to acculturate but in different degrees. But even those that were eager for the Americanization of some aspects of their lives did not completely abandon their traditional culture. The authors expect both cultures to be maintained for a long time due to the capacity of Puerto Ricans to participate in both.

Hollander, A.N.J. den, "De emigratie van Puerto Rico naar New York," Koninklijk nederlandsch aardrijkskundig genootschap, Amsterdam, Tijdschvift, No. 4 (October, 1952), 432-75.

Holtzman, R. B., "^{210}Pb(Ra D) in Inhabitants of a Caribbean Island," Health Physics (New York), 2 (1965), 477-80.

Howard, John R. (ed.), Awakening Minorities: American Indians, Mexican Americans, Puerto Ricans. Chicago: Aldine, 1970.

A collection of light articles on some minorities in the United States. The status of being a member of a minority group is defined in the introduction; at the same time the chief differences among the European immigrants, blacks, Indians, and Hispanics are explicated. There is no scholarly apparatus, although some selections give suggestions for further reading. The selections on Puerto Ricans are the following: J. R. Howard's "Puerto Ricans: The Making of a Minority Group"; Oscar Lewis' "Even the Saints Cry"; Arthur Liebman's "The Puerto Rican Independence Movement"; and Oscar Lewis' "The Death of Dolores."

Hughes, Blanche R., "Abortion: Perception and Contemporary Genocide Myth: A Comparative Study Among Low-income Pregnant Black and Puerto Rican Women." Ph.D. dissertation, New York University, 1973.

The author asserts that there is a widespread belief among male members of minorities that the dominant classes use birth control methods for the destruction of the minorities (genocide myth). She tested 200 applicants to prenatal and abortion clinics. She found differences of perception between the two minority groups, but not on the myth, which both disbelieved.

Illich, Ivan, "The Pastoral Care of Puerto Rican Migrants in New York," Social Kompas, 5 (1957-1958), 256-60.

In the late 1950's more than 25% of all baptized Catholics in the Archdiocese of New York were Puerto Rican. In Manhattan and the Bronx the figure was more than 33%. Puerto Ricans have been different from other migrants to New York. They have dispersed too fast to create stable neighborhood communities. The Church has solved this problem by training secular parish priests in the language and culture of Puerto Rico and has assigned them to already existing parishes. The Puerto Ricans therefore will not have national parishes but become regular parishioners.

_____, "Puerto Ricans in New York," Commonweal, 64 (June 22, 1956), 294-97.

According to Illich it is a mistake to consider Puerto Ricans similar to earlier immigrant groups. The differences should be recognized. In the same volume there is a discussion of the article. See the issues for August 3, 1956, p. 442 and September 14, 1956, pp. 589-90.

Imse, Thomas P., Puerto Ricans in Buffalo. Buffalo: City Board of Community Relations, 1961.

The conclusions of the author (gained from discussions, interviews, official documents, and personal observation) are that Puerto Ricans in Buffalo lived around 1960 dispersed and had not flooded any particular neighborhood, that they did feel discrimination, that the problems they faced were in the areas of culture shock, employment, income, and language. He found rapid acculturation among Puerto Rican children and recommended that the process be speeded up.

Ingraham, Leonard W., "Our Puerto Rican Students Must Become a Part of All the Children," High Points, (February, 1961), 11-17.

Instituto de Cultura Puertorriqueña. Revista, Año 1- (No. 1-) (October-December, 1958-). San Juan, Puerto Rico.

A quarterly that publishes short articles by leading

authorities on Puerto Rican culture. Some of them are relevant to the migration of Puerto Ricans to the U.S.

Intellect. "Study of Puerto Rican Migration," Intellect, 102 (March, 1974), 352.

Jaffe, Abram J. (ed.), Puerto Rican Population of New York City. New York: Columbia University Press, 1954.

A collection of articles. These are Abram Jaffe's "Demographic and Labor Force Characteristics"; Louis Weiner's "Vital Statistics"; Sophia Robinson's "Social and Welfare Statistics"; and Earl W. Raushenbush's "Discussion: A Comparison of the Occupations of First and Second Generation Puerto Ricans in the Mainland Labor Market." Well-documented statistical interpretations of the Puerto Rican migrants, but now made obsolete by time, although of historical value.

Jahn, A. V., "Spanish Harlem," Today's Health, 31 (February, 1953), 30-34.

At that time, dysentery, malnutrition, tuberculosis, and venereal disease--the diseases of the slums--were associated with Spanish Harlem. Low incomes and exploitation were the causes of the high rates of these diseases that existed among Puerto Ricans.

Jenkins, Shirley, "Intergroup Empathy: An Exploratory Study of Negro and Puerto Rican Groups in New York City." Ph.D. dissertation, New York University, 1957.

An examination of "the extent of intergroup empathy between American Negro and Puerto Rican people in New York City. Empathy is measured by the ability of members of the two groups to predict the responses of each other on statements dealing with intergroup relations." Two hundred and fifty individuals were presented with 20 statements and were asked whether they agreed, their group agreed, the other group agreed with the statements. The research took place in Chelsea, the Lower East Side, the West Side, and East Harlem. Agreement between the groups was significant on "cooperative statements," but it dropped when the respondent attempted to predict his group's answer, suggesting that intergroup differences were being concealed on cooperative issues, the respondent projecting to his group what he felt. On "conflict statements" there was significant difference in the responses of the two groups. "Where the 2 groups disagreed, they failed to predict the position of the other group." The 2 statements there was disagreement most on were: (1) "Because the Puerto Rican regards himself as white, he looks down on the American Negro," and (2) "Puerto Ricans can get houses and jobs where Negroes cannot."

Jenness, Doug, "Puerto Ricans in the United States," International Socialist Review, 35 (December, 1974), 16-21.

Jesús, Alfredo de, Problems Faced by the Spanish Community in the City of Boston and the State of Massachusetts. Boston: Mayer's Office of Human Rights, 1971.

John, Vera P., and Vivian M. Horner, Early Childhood Bilingual Education. New York: Modern Language Association, 1971.
Perhaps the leading work, with a very good bibliography.

Haberman, Paul W., "Psychiatric Symptoms Among Puerto Ricans in Puerto Rico and New York City," Sociological Abstracts, 19, 1163.
Using the Midtown Manhattan Study, the author explores the relationship between culture and pathology. He found the impairment to be higher in Puerto Rico than in New York City. It was higher in the rural areas of the island than in the urban and higher among women than among men in all areas. Pathological symptoms there varied inversely to education and income, while in New York the results did not prove conclusive. Puerto Ricans in New York reported that psychiatric symptoms hindered their daily activities more often than members of any other group. The symptom scores were found to be inversely related to the length of residence in New York.

Halpern, Shelly, "The Relationship Between Ethnic Group Membership and Sex and Aspects of Vocational Choice of Pre-college Black and Puerto Rican Students." Ph.D. dissertation, Fordham University, 1972.
Two hundred and fifty-five 10th grade students from three New York City schools that were participating in a pre-college program for minority and poor groups were tested. There were 82 black males and 116 females and 33 Puerto Rican males and 24 females. In terms of "vocational maturity" blacks tended to score higher than Puerto Ricans and females higher than males. However, males tended to score higher than females in "vocational aspiration." Job security did not rank higher than 5th place in terms of importance for any group.

Hamalian, L., and J. V. Hatch, "City College Rebellion Revisited," Changing Education, 4 (1969), 15-21.

Jones, Isham B., The Puerto Rican in New Jersey: His Present Status. Newark: State Department of Education, 1955.
A discussion of the dispersal of Puerto Ricans in New Jersey, together with the reactions of older residents, many of which were antagonistic.

Journal of Educational Sociology. "Education of Puerto Rican Children in New York City," Journal of Educational Sociology, 28 (1954), 145-92.
An important collection of articles.

_____. "Puerto Ricans and Inter-American Understanding," Journal of Educational Sociology, 35 (1962), 385-440.

Kantrowitz, Nathan, "Algunas consequencias raciales: diferencias educativas y ocupacionales entre los puertorriqueños blancos y no blancos en los Estados Unidos continentales, 1950," Revista de Ciencias Sociales, 15 (September, 1971), 387-97.
The author compares white and non-white Puerto Rican men of the first and second generation in the United States in terms of educational and occupational opportunities, using the 1950 census, since later censuses have not provided the necessary information. He finds more racial discrimination in employment than in education.

_____, "Ethnic and Racial Segregation in the New York Metropolis, 1960," American Journal of Sociology, 74 (May, 1969), 685-95.
A study of the segregation of ethnic minorities from each other and from blacks. Most large eastern and midwestern cities in the United States have similar patterns of ethnic and racial segregation. Since 1930 there has been little decline in interethnic segregation, which remains high into the second generation.

_____, Negro and Puerto Rican Populations of New York City in the Twentieth Century. New York: American Geographical Society, 1969.
A study of residential segregation and the dispersion of blacks and Puerto Ricans from the ghetto. Puerto Ricans do not pioneer in this, as has sometimes been proposed, but, according to the author, "Puerto Rican settlements appear almost without exception as foothills of Negro mountains."

_____, "Social Mobility of Puerto Ricans: Education, Occupation, and Income Changes Among Children of Migrants, New York, 1950-1960," International Migration Review, 2 (1968), 53-72.
An analysis of the 1950 and 1960 census statistics regarding a group of New York Puerto Ricans. The author presents statistical tables on the educational attainment of persons of Puerto Rican parentage and of non-Puerto Rican whites, the occupation and labor force status, and their income distributions. In the discussion, he takes age and sex differences into consideration. He concludes that at least the children of Puerto Rican migrants experienced upward social mobility between 1950 and 1960. They

achieved a partial or complete high school education, obtained certain white-collar jobs, and received, but to a smaller degree, a higher income. Their parents, however, remain extremely poor. He concludes that the expectation that Puerto Ricans will distribute themselves over the different social classes, like other ethnic groups, is realistic.

_____, and Donnell M. Pappenfort, 1960 Fact Book for the New York-Northeastern New Jersey Standard Consolidated Area; the Non-White, Puerto Rican, and the White Non-Puerto Rican Populations: Selected Characteristics for Counties and Cities of 50,000 or More. New York: Columbia University Press, 1966.

All 1960 United States census statistics presented for the groups and areas specified.

Kelley, D. M., "The Young Lords and the Spanish Congregation," Christian Century, 87 (February 18, 1970), 208-11.

Kelly, Lenore M., "Community Identification Among Second Generation Puerto Ricans: Its Relation to Occupational Success." Ph.D. dissertation, Fordham University, 1971.

An attempt to pinpoint the variables that affect occupational success among the second generation.

Kendler, Karen S., "An Exploratory Study of Mainland Puerto Rican Public and Parochial High School Students: The Effects of Perception of Discrimination, the Main Value of Education, and Other Factors Upon Academic Achievement." Ph.D. dissertation, Pennsylvania State University, 1972.

Five hundred and forty male children were studied in a northeastern urban area. The children tended to be more pessimistic than the average American and perceived a high degree of discrimination. The perception and degree of discrimination were not associated with the type of school attended, the birthplace, the future residence, the socio-economic status, or the high school average. The parochial school students tended to be younger, to have been born in the United States, to consider the U.S. their future home, and to have a higher socio-economic status than the public school students. Neither the birthplace, the socio-economic status, the type of family, the number of children in it, and the sibling rank were associated with academic achievement. Parochial school students tended to be less absent from school than public school students, and when they were so it was more frequently for medical reasons. The language pattern was due to choice and not to ability; they all tended to speak English with friends. Parochial school children, however, spoke English more frequently. The latter had also higher expectations.

Keniston, Kenneth, "Review of O. Lewis' La Vida," American Scholar, 36 (Summer, 1967), 505-09.

Kernstock, Elwyn N., "How Migrants Behave Politically: The Puerto Rican in Hartford." Ph.D. dissertation, University of Connecticut, 1972.

Two surveys were done. One was an interview with 155 questions. This was submitted to 200 individuals out of a Puerto Rican population of around 18,000. The other survey was a more detailed interview of Puerto Rican "notables." The study deals with the migrants' background, patterns of migration, geographical and political aspects of Hartford, leaders and leadership, etc. The aim was to see whether the possibility existed of the creation of a Puerto Rican political community within the Hartford host community. The main conclusions are that "until the process of political socialization shall take effect, newcomers to an established community continue to behave politically as individuals in accordance with their native sets of attitudes," and that "mere ethnic commonality is not sufficient basis for the development of a political sub-community within a culturally pluralistic host community." These conclusions are almost self-evident, but the study contains interesting data on Hartford Puerto Ricans.

Kihss, Peter, "City Relief Roll Held Down Despite Job Hunter Influx," New York Times, June 2, 1957.

Reprinted by the Commonwealth of Puerto Rico, Department of Labor, Migration Division.

_____, "Gains Made by Puerto Ricans Here," New York Times, May 31, 1957.

Reprinted by the Commonwealth of Puerto Rico, Department of Labor, Migration Division.

_____, "Rate of Marriage Declines in City," New York Times, October 12, 1975, p. 49.

An article on a report on the city's vital statistics issued under the direction of Health Commissioner Lowell E. Bellin. There are several comparisons based on ethnicity. For example: "Mott Haven in the Bronx, an area with a youthful Hispanic population, has been showing the city's lowest death rate. Central Harlem, the home of impoverished blacks, has the highest death rate."

Kimple, James, Jr., et al., "Language Switching and the Interpretation of Conversations," Linqua, 23 (July, 1969), 127-34.

On Puerto Ricans.

King, John, "From Caguas to New York," San Juan Review, 2 (June, 1965), 62-64.

The author was then a high official in the New York public school system. He discusses the steps taken by

the schools to educate Puerto Rican children. He points out that the emphasis is on the teaching of English. However, efforts are made to maintain their knowledge of Spanish and to teach them Puerto Rican culture.

Kirk, Gabrielle J., "The Dilemma Facing the Supreme Court: the Constitutionality of Section 4(e) of the Voting Rights Act of 1965," Harvard Law Journal 12 (Summer, 1966), 253-69.
A discussion of the English-literacy requirement for voting and the consequences of the new law for non-English speaking Puerto Ricans.

Kleiber, William C., "Academic Achievement and Aspects of Acculturation Among Puerto Rican Male Community College Students." Ph.D. dissertation, New York University, 1974.
One hundred and forty-eight male college freshmen at a community college in New York City were studied. Demographic, cultural, and personal variables of acculturation were taken into consideration. These were the number of years of residence in the United States, the socio-economic status of the home, age, occupational aspirations, success-related values, reading ability in English, achievement need, autonomy need, heterosexual need, and espousal of traditional Puerto Rican family beliefs. The results were that the espousal of traditional Puerto Rican family beliefs was significantly and negatively related to all three achievement criteria (i.e., the number of credits completed, the percentage of credits completed, and the grade-point average after one semester in college), that the reading ability in English had the highest positive correlation with the grade-point average, that years in the United States, success-related values, autonomy need, and age correlated significantly and positively with one or more academic achievement criteria, that age was the only variable that predicted significantly the drop-out, for older students dropped out less, and that acculturation was relevant to achievement.

Klein, Frederick C., "Awakening Minority: Puerto Rican Residents of New York City Seek Gains More Forcefully: Poverty Funds and Bilingual Schools Asked," Wall Street Journal, 170, September 26, 1967, p. 1.

Klein, Woody, Let in the Sun. New York: Macmillan, 1964.
A journalist's vivid description of the people, some Puerto Rican, that live in a tenement in New York's "worst block." He also discusses the outsiders that represent the dominant world there.

Koch, J. E., "Puerto Ricans Come to Youngstown," Commonweal, 59 (October 8, 1953), 9-11.
Puerto Rican migrants faced exploitation by landlords and other businessmen, and dislike from the older residents,

even to the extent of the dissemination of anti-Puerto Rican literature. Catholic Charities and the Community Chest helped to establish the Puerto Rican Social Recreation Center to help them face some of these problems.

Koss, Joan D., "Puerto Ricans in Philadelphia: Migration and Accomodation." Ph.D. dissertation, University of Pennsylvania, 1965.

A discussion of the cultural change and reorganization that has taken place among Philadelphia Puerto Ricans due to migration, of the effects of previous experiences, motivations, and "the nature of their culture and the adaptations that have evolved." The data was collected both in Philadelphia and in Puerto Rico. It included life-history materials on 104 individuals. Philadelphia Puerto Rican culture is described--family structure, kinship organization, friendship and neighborhood, voluntary associations, behavior related to social class and social race, ethnic community, interpersonal relations, religious behavior. The principal conclusions are that change in basic attitudes has taken place, there has been a reordering of values and a new emphasis on certain traditional principles as accommodation to Philadelphia, which serves to deter "personal and social disorganization" in the process of acculturation.

_____, "Terapéutica del sistema de una secta en Puerto Rico," Revista de Ciencias Sociales, 14 (April-June, 1970), 259-78.

A study of 7 spiritualist groups in Philadelphia and 2 in Puerto Rico. The cult practices, especially spirit possession, are analyzed in terms of their therapeutic aspects. Such a trance provides catharses, anxiety relief, emotional support for the disturbed, reduction of communal tensions, etc. Koss proposes that the bond created due to trance between the cult leader and the followers helps the latter to solve their problems. The study took 3 years, resulting in detailed records and tapes of 10 sessions, which create 2 relationships, one between the medium and the members and the other between a member and the spirits.

Kreidler, Charles W., "A Study of the Influence of English on the Spanish of Puerto Ricans in Jersey City, N.J." Ph.D. dissertation, The University of Michigan, 1958.

A highly interesting study. According to the author "a phonemic analysis of Puerto Rican Spanish shows 5 vowels, 18 consonants, and 2 degrees of stress," while New York area English has 21 vowel and diphthong units, 24 consonants, and 4 degrees of stress. The borrowing from English takes place as certain consonants occur in new environments, and a new consonant /s/ has been added to the spoken language. Puerto Rican Spanish has ten

form classes. Borrowings from English have taken place in the following proportions: nouns (81%), verbs (7%), adjectives (6%), interjections (4%), and adverbs (2%). In the borrowing of forms, when the referent of a noun is inanimate, the noun is most commonly assigned to the masculine gender, verbs are mostly assigned to the largest inflectional category of Spanish regular verbs, and adjectives are not inflected for gender and number as in Spanish.

Kromer, Helen L., Under One Roof: A One-Act Play About Puerto Ricans in New York. New York: Friendship Press, 1958.

Kuschman, W., "Culturally Displaced and Project C.I.T.I.S. (Community Intership Training in an Educational Setting)," Educational Leadership, 29 (October, 1961), 71-73.

Kwitny, Jonathan, "Small Farmers Search for Migrant Labor," New Leader, 52 (February 3, 1969).
Puerto Ricans are reluctant to work on New Jersey farms as migrant laborers. The author deals with the circumstances for such a reluctance.

La Farge, J., "Ashmore on the Negro Ghetto," America, 103 (June 4, 1960), 328.

Lagmanovich, David, Los viajeros de la ciudad; como viven los puertorriqueños en Nueva York. Buenos Aires: Universidad Nacional La Plata, 1961.
On how Puerto Ricans live in the United States.

Laguerre, Enrique A., El fuego y su aire. Buenos Aires: Editorial Losada, 1970.
A novel by Puerto Rico's greatest living novelist that treats the theme of Puerto Ricans living in the United States, in search of their roots, their participation in the Korean War, and their return to the island.

_____, El laberinto. New York: Las Americas, 1959.
A novel that partially deals with Puerto Ricans in New York, but its main themes are universal--the search for freedom and for meaning in life.

_____, La ceiba en el tiesto. San Juan: Biblioteca de Autores Puertorriqueños, 1956.
A novel set partially in New York City similar to El laberinto.

Lane, J. B., "Beating the Barrio: Piri Thomas and Down These Mean Streets," English Journal, 61 (1972), 814-23.

La Torre. Revista General de la Universidad de Puerto Rico, Rio Piedras, Puerto Rico.

A periodical published by the University of Puerto Rico. It prints articles on the humanities and the social sciences and also bibliographies. It dedicated its January-March 1956 issue to the migration.

Layden, Russel G., "The Relationship Between the Language of Instruction and the Development of Self-Concept, Classroom Climate, and Achievement of Spanish Speaking Puerto Rican Children." Ph.D. dissertation, University of Maryland, 1972.

A comparison of 2 groups composed each of 28 third grade students from a school where 92% of the student body is Spanish-speaking in a city close to New York. One group was taught in English and one in Spanish and then both were tested in the areas of interest specified. The following are the conclusions: "No significant differences were found between groups on total self-concept," but there was significance in self-adjustive processes and "no significant difference in Peer-Group processes" but there were intimations of group effect. Therefore the proposition that Puerto Rican children who are taught in Spanish show more positive changes in self-concept was not demonstrated and neither was the belief that Puerto Rican children who are taught in Spanish show more achievement than those who are taught in English. In fact, the data pointed in the opposite direction. However, the democratic climate of the classroom was improved when Spanish was used.

Leach, John N., "Cultural Factors Affecting the Adjustment of Puerto Rican Children to Schooling in Hartford, Connecticut." Ph.D. dissertation, University of Connecticut, 1971.

A comparison of Puerto Rican students who came to Hartford from the mountainous tobacco growing region of Puerto Rico with those that come from sugar growing coastal plains in terms of their language, their social usages, their attitudes towards legal authority, and towards literary endeavors. No significant difference was found between the 2 groups in English, mathematics, social studies, grade point average, attendance, tardiness, and school violations, i.e., in all the areas they were tested.

Leavitt, Ruby R., The Puerto Ricans: Culture Change and Language Deviance. Tucson: University of Arizona, 1974.

A study of stuttering among Puerto Ricans in San Juan and in New York City. She found that stuttering was more common among recent migrants to San Juan than among recent migrants to New York. There is a discussion of this phenomenon, its cultural base, and its relationship to community tensions, migration and poverty. She also argues that Puerto Rico is not as homogenous a culture as many assume.

Lebrón, Ramón, "La emigración voluntaria," Revista de Agricultura, 19 (August, 1927), 86.
On the early migration.

Lee, Robert, Protestant Churches in the Brooklyn Heights: A Study of Adaptation. Brooklyn: Protestant Council of Churches, 1954.
A discussion of the ways 10 churches met the arrival of Puerto Ricans (and blacks) in their neighborhoods.

Lelyveld, J., "Se Habla Espanol?," New York Times Magazine, June 14, 1964, pp. 65-68.
One response of New York to the Puerto Rican migration has been that a few New Yorkers (businessmen, policemen, priests, teachers, etc.) have learned some Spanish.

Lennon, John J., "A Comparative Study of the Patterns of Acculturation of Selected Puerto Rican Protestant and Roman Catholic Families in an Urban Metropolitan Area (Chicago)." Ph.D. dissertation, Notre Dame, 1963.
An investigation of the role of the church in the process of acculturation. Two groups of low socio-economic status couples, one Catholic, the other Protestant, were interviewed in an area of Chicago of high-density of Spanish-speaking residents. Each group was composed of 50 couples. A 16-item "index of acculturation" was created. It included the following variables: (1) desire to return to Puerto Rico permanently; (2) attitude toward living in Chicago; (3) voting behavior; (4) preference for Chicago over Puerto Rico for raising children; (5) membership in ethnic organizations; (6) membership in non-ethnic organizations; (7) knowledge and command of English; (8) preference for English over Spanish; (9) residence; (10) actuality of wife working; (11) attitude toward working wife; (12) income; (13) food preference; (14) desirability of family limitation; (15) church attendance; and (16) education. The results for both groups were the following: (1) Both groups and individuals obtained a low acculturation index. On a scale of 0 to 188, the range was 39 to 123 and the median 83.5. (2) "The most acculturated migrants were those who were practical church members with a median educational level of 7.5 years and a median age of 32." (3) The acculturation of migrants from rural Puerto Rico is not significantly different from that of arrivals from cities. (4) There is no significant difference between males and females in terms of acculturation. (5) There is no significant difference between Catholics and Protestants in that area either. (6) Acculturation in Chicago is not significantly related to years of having left Puerto Rico. (7) Both groups prefer Puerto Rican clergy and services in Spanish. (8) Thirty-one men and 19 women of the Protestant group had been Catholic once.

The majority had converted to Protestantism in the United States. Of these 50 former Catholics 19 had been practicing and 31 nominal Catholics.

Levitas, Mitchel, "New York's Labor Scandal: The Puerto Rican Workers," New York Post, July 15-19 and 21, 1957.

Leviton, Bertha, Census of Puerto Rican and Foreign-born Pupils. New York: Board of Education, 1956 and 1964.
There is data on non-English speaking students, fluency in English, numbers of students born in Puerto Rico or in New York City of Puerto Rican parents. The data are organized in tables at the level of the grade, the borough, and the city.

Lewis, C., "Some Puerto Rican Viewpoints," Childhood Education, 43 (October, 1966), 82-84.

Lewis, Gordon K., The Virgin Islands: A Caribbean Lilliput. Evanston, Ill.: Northwestern University Press, 1972.
A leading Caribbean scholar discusses Puerto Rican migrants to the Virgin Islands, primarily to St. Croix. The importance of this migration is the contrast between Puerto Ricans in New York City and Puerto Ricans in St. Croix, where they have acquired a reputation similar to that of the Jews.

Lewis, Oscar, "Culture of Poverty," Scientific American, 215 (October, 1966), 19-25.
A summary explanation of the theoretical framework used by Lewis to explain the behavior of the lower classes.

_____, "I'm Proud to be Poor," Commentary, 42 (August, 1966), 44-47.
One of the chapters from La Vida that deal with New York Puerto Ricans. The subjects dealt with, in the form of a monologue by the Puerto Rican, are employment, his Jewish employer, his pride on being poor, his wife, life in New York, relations with his family, and his wife's marriage, self-perception, world-view.

_____, "In New York You Can Get Swallowed by a Horse," Commentary, 38 (November, 1964), 69-73.
A conversation is presented between two Puerto Ricans in a San Juan bar; one recently returned to the island from New York. The themes are the low socío-economic status, the culture shock, the problems, the frustrations felt by some Puerto Ricans in New York.

_____, La Vida: A Puerto Rican Family in the Culture of Poverty--San Juan and New York. New York: Random House, 1966.
A controversial work in many respects. Its theory of a culture of poverty has been called into question. The

implications of the work, both in terms of policy and of the portrait of Puerto Ricans that it generates, have been assaulted. It is an attempt to let the poor speak for themselves through the method of the tape-recorded life history. But it leaves so many questions, not only unanswered, but unconsidered, that it may have been counterproductive to publish it in its present form. An introduction describes the methodology used, the concept of culture of poverty, the area where the study took place, and the family that will receive intense treatment. In autobiographical form, through which are interspersed descriptions of typical days in the lives of each individual treated, it is the story of a Puerto Rican family centered on a matriarch. The family was chosen from a study of one hundred families in 4 slums. It has members both in San Juan and in New York and it consists of 4 generations spread into 5 households. It is composed of 16 Puerto Ricans: a mother and 2 daughters with husbands in Puerto Rico and in New York a son with wife and a daughter. They range in ages from 7 to 64. They tell not only about their lives but about their parents and grandparents. The most controversial aspect, besides the culture of poverty theory, is that the family has a history of prostitution. The frankness of the language has been called obscene, leading Opler to intimate a resemblance to Fanny Hill or in his more laconic statement: "The selection of a family of a prostitute does not represent a sample of this population either in Puerto Rico or in New York." He adds that Lewis has ignored a great deal of the scholarly literature on Puerto Rico and on slums. But it is an important work. According to Glazer (1970) it is "the major addition to the literature on Puerto Ricans in New York since the publication of Beyond the Melting Pot." Another sign of its importance is that it has received at least 30 reviews and is discussed in many books.

_____, "La Vida; excerpt," Commentary, 42 (August, 1966), 44-47.

_____, "Mother and Son in Puerto Rican Slum, Part I, Felicita," Harper's, 231 (December, 1965), 71-76.
A section of La Vida.

_____, "One Can Suffer Anywhere; Excerpt from Six Women: A Study of Three Generations in a Puerto Rican Family," Harper's Magazine, 238 (May, 1969), 54-60.

_____, "Portrait of Gabriel: A Puerto Rican Family in San Juan and New York, Part II, Gabriel," Harper's, 232 (January, 1966), 54-59.
The tale of a 7-year-old boy, telling his frustrations in having to learn English after he arrived in New York City. Lewis speaks of "the persistence of a Puerto Rican

way of life, especially among the low-income group, even after many years of residence in the United States." Isn't there an American way of life, even among the poor? But the implication of course is that one must correlate Puerto Rican way of life with low-income group.

_____, A Study of Slum Culture: Backgrounds for La Vida. New York: Random House, 1968.
This is the larger study of 100 families in 4 San Juan slums from which the family treated in La Vida was chosen. It seeks to give a statistical frame of reference for the more famous work. Data are provided on education, family, income, employment, and migration. The proposition that one can generalize about a whole culture from family studies, for which Lewis argues, would send historians of culture into spasms of fury.

Life. "Puerto Rican Migrants Jam New York," Life, 23 (August 25, 1947), 25-29.
The word "jam" is an exaggeration.

Life (Spanish Edition). "Puerto Rico al Universo," Life, 22 (December 9, 1963), 66-67.

Lind, Andrew W., Hawaii's People. Honolulu: University of Hawaii Press, 1955.
It covers Puerto Ricans in Hawaii.

Lockett, Edward B., The Puerto Rico Problem. New York: Exposition Press, 1964.
The title is revealing. It studies "the economic and social impact of island natives' movement to the mainland, its perils for mainland society and the economy, and explores the prospects for reducing the migration volume and easing its mainland impact." The author is shocked by the "foreign characteristics" of Puerto Ricans and by their "refusal" to be Americanized.

Longres, John F., Perspectives from the Puerto Rican Faculty Training Project. New York: Council on Social Work Education, 1973.

_____, "Social Conditions Related to the Acceptance of Modern Medicine Among Puerto Rican Women." Ph.D. dissertation, University of Michigan, 1970.

London Magazine. "Review of O. Lewis' La Vida," London Magazine, 7 (October, 1967), 85-88.

López, Adalberto, and James F. Petras (eds.), Puerto Rico and the Puerto Ricans: Studies in History and Society. New York: Schenkman Publishers, 1974.

This is one of the best collections of readings. The selections include Adalberto López's "The Puerto Rican Diaspara" and "Some of the Literature on Puerto Rico and Puerto Ricans in English," the U.S. Department of Labor's "The New York Puerto Ricans: Patterns of Work Experience," Herbert Hill's "Guardians of the Sweatshops: The Trade Unions, Racism, and the Garment Industry," Frank Bonilla's "Beyond Survival: Por qué seguiremos siendo puertorriqueños," and selections from Palante and from Pedro Juan Soto's Spiks.

López, Alfredo, The Puerto Rican Papers; Notes on the Re-emergence of a Nation. Indianapolis: Bobbs-Merrill, 1973.

An expression of the attitudes of a sector of the New York Puerto Rican community--born in the city, revolutionary, militantly pro-independence. García Passalacqua, one of Puerto Rico's leading commentators has attacked it for pretending to speak for the whole community and for being based on superficial secondary sources, poorly used moreover. On one page I counted about half-a-dozen factual errors. It glorifies the Indian and the African. Neither as information nor as interpretation, except for patches, is it solid. Yet it is a valuable document that expresses the "nationalism" of the second generation. Irish Americans also became more Irish than the Irish in Ireland. There are some interesting sections, e.g., that on Albizu Campos and that on Machismo.

López, L., "New York: The South Bronx Project," Wilson Library Bulletin, 44 (March, 1970), 757-60.

Loretan, Joseph O., "Problems in Improving Educational Opportunities for Puerto Ricans in New York," High Points, May, 1963, pp. 23-31.

Lorge, Irving, and Frank Mayans, Jr., "Vestibule vs. Regular Classes for Puerto Rican Migrant Pupils," Teachers College Record, 55 (February, 1954), 231-37.

The study concludes that Puerto Rican children learn English better and socialize faster to form "positive relationships" in regular classes with other groups rather than when segregated and put together.

Lovler, R., "I Am Mine; mujer integrate ahora," Ms., 3 (February, 1975), 18.

Lubshansky, Isaac, et al., "Puerto Rican Spiritualists View Mental Illness: the Faith Healer as a Paraprofessional," American Journal of Psychology, 127 (September, 1970), 312-21.

A study of the spiritualist as faith healer among Puerto Ricans of the Washington Heights section of New York City.

Lucas, Isidro, Puerto Rican Dropouts in Chicago: Numbers and Motivations. Washington: Office of Education, 1971.

The drop-out rate between entrance and graduation among Puerto Ricans is 71.2 percent. Discrimination and lack of communication both between the children and the parents and between the students and the schools are seen by this study as the main causes for such a disastrous rate.

Lurie, Ellen, "Community Action in East Harlem," in Leonard J. Duhl (ed.), The Urban Condition. New York: Basic Books, 1963.

Lynd, Staughton, "Review of O. Lewis' La Vida," Book Week, December 4, 1966, p. 10.

Macisco, John J., "Assimilation of Puerto Ricans on the Mainland: A Socio-demographic Approach," International Migration Review, 2 (1968), 21-37.

The aim of the study was to find the direction of change among Puerto Ricans between the first and the second generation. Most of the data are taken from the 1960 census. The assimilation of the first generation is compared to that of the second as regards age, education, income, occupation, labor force status, age at first marriage, percentage of exogamy, and fertility. The conclusion is that the second generation is moving toward the U.S. average.

_____, et al., "The Effect of Labor Force Participation on the Relation Between Migration Status and Fertility in San Juan, Puerto Rico," Milbank Memorial Fund Quarterly, 48 (1970), 51-70.

Studies in Puerto Rico indicate that migrants to metropolitan areas have a lower fertility than urban natives. Fertility is highest among urban non-migrants, lower among migrants with non-working wives, and lowest among migrants with working wives. Lower fertility therefore is associated both with migration from rural areas to metropolitan ones and with working wives. Although the authors studied only internal migration in Puerto Rico, these characteristics probably apply to U.S. migration, since many of the latter migrants have come from the same sector of the population studied and undergone the same process of internal migration.

_____, "Migration Status, Education, and Fertility in Puerto Rico, 1960," Milbank Memorial Fund Quarterly, 47 (1969), 167-88.

A study of migration to San Juan from non-metropolitan areas. The authors found that migration is related to lower fertility if it occurs when the person is young so that the reproductive age is spent in urban surroundings. The young appear to be the group most likely to migrate. They are better educated than older people and may have

internalized the desirability of smaller families. Older migrants do not tend to be better educated than urban residents, like young migrants do, and they show a higher fertility. The authors divide the migrants, therefore, into 2 types, depending on age. Young migrants are better educated than their non-migrant urban counterparts and may be more innovative. Older migrants are less educated than urban residents, have had large families and retain traditional attitudes toward family size. Even when education is held constant, older migrants have high fertility and young migrants have low. There is the possibility that migrants marry later and are more receptive to using birth control methods. Again there is the issue of the applicability of these characteristics to the migrants to the mainland, since it means that the group that migrated was among the most innovative.

MacKenzie, Norman, "The College Rush," New Society, 90 (June, 1964), 15-16.
The author recommends that special attention be given to the college education of blacks and Puerto Ricans.

Main, Willett S., Memorandum on "In-migration of Puerto Rican Workers." Madison, Wisconsin: State Employment Service, 1952.
A description of the services rendered by the employment agency to Puerto Rican migrants.

Maldonado, Alex W., "Puerto Rico; The Migration Reverses," The Nation, 198 (March 16, 1964), 255-57.
Since 1953 there has been a decline in annual net migration to the United States from Puerto Rico, which the author relates to the decline in the need for unskilled and semi-skilled labor in the United States. The rise in white collar and skilled jobs cannot be taken advantage of by Puerto Ricans because of lack of training. Puerto Rico therefore is faced with the problems of the decline in out-migration and the rise of return migration.

_____, "The Puerto Rican Tide Begins to Turn," New York Times Magazine, September 20, 1964, pp. 84-85.
A repetition of the points in the former item. The use of the word "tide" is perhaps an exaggeration, just as Life's use of the word "jam" was.

Maldonado Denis, Manuel, Puerto Rico: Mito y Realidad. Barcelona: Ediciones Peninsula, 1973.
A collection of essays by one of Puerto Rico's leading academic intellectuals. Some of them treat the migration and the works of Oscar Lewis, Mills, and Granda.

_____, "The Puerto Ricans: Protest or Submission?," The Annals of the American Academy of Political and Social Science, 382 (March, 1969), 26-31.

According to the author, the situation of Puerto Ricans in the United States cannot be separated from that of those on the island. The most common characteristic of both groups is a colonialist mentality, an attitude of submission and acquiescence. Only those that favor independence are free from this. They are similar to the black power groups in the United States. To prevent cultural assimilation and thus the destruction of the Puerto Rican nationality political and psychological decolonization are essential.

_____, Puerto Rico: A Socio-historic Interpretation. New York: Random House, 1972.

A revisionist interpretation of Puerto Rican history by a militant proponent of independence who is a professor of political science at the University of Puerto Rico. It suffers from a lack of historical attitude, almost in a reverse Whiggish fashion. There is no sign that Professor Maldonado has done original research in historical archives. He lacks, therefore, the training that is needed to understand historical events. This is particularly evident when he treats Spanish rule, where he uses secondary sources that have been adding to each other's errors for generations. He also tends to bias his choice of secondary sources so that he becomes polemical. But even in a more recent period, he can stumble. Charles T. Goodsell, who has done research on Tugwell's administration, has corrected him on what may be a minor point. "Governor Tugwell was not 'one of the intellectual fathers' of Operation Bootstrap; on the contrary, he opposed abandonment of the earlier public-enterprise approach to development." This socio-historic interpretative essay covers such topics as the status issue, interparty struggles within a colonial regime, the independence movement, economic development, national identity, and migration to the United States. Its importance lies in the fact that it is an intellectual's exposition of the pro-independence point of view and that it has become very popular. But it is not scholarship.

_____, "Review of E. Padilla's Up From Puerto Rico," New Republic, 140 (January 19, 1959), 19.

Malzberg, Benjamin, "Mental Disease Among Puerto Ricans in New York City," Journal of Nervous and Mental Diseases, 123 (1956), 263-69.

According to the author, Puerto Ricans in 1956 had a higher annual rate of first admissions to city hospitals for mental diseases than the rest of the population. He warns that nothing can be said about the rest of Puerto Ricans from this. He sees the causes in poor living conditions, widespread unemployment and unsatisfactory jobs, language difficulties and cultural differences.

_____, "Mental Disease Among Puerto Ricans in New York State," Psychiatric Quarterly, 22 (1948), 300-08.

Manrique, Manuel, Una Isla en Harlem. Madrid, 1965.
A novel on Puerto Ricans in New York.

Mapp, Edward (ed.), Puerto Rican Perspectives. Metuchen, N.J.: Scarecrow Press, 1974.
A collection of 18 essays dealing with education, the arts, the community, and the individual's identity.

Marcantonio, Vito, I Vote My Conscience: Debates, Speeches and Writings of Vito Marcantonio, 1935-1950. New York: The Vito Marcantonio Memorial, 1956.
There is a section (pp. 373-439) entitled "P.R. and the Puerto Rican People, 1935-1950."

Margolis, Richard, The Losers: A Report on Puerto Ricans and the Public Schools. New York: Aspira, 1968 (mimeographed).
An important report, based on visits to 16 schools in 7 cities, on programs for Puerto Rican children. An analysis of the successes and failures of the U.S. educational system in terms of Puerto Ricans.

Marqués, René, En una ciudad llamada San Juan. 3rd edition. Río Piedras: Editorial Cultural, 1970.
A collection of short stories, some of which tangentially touch on the migration experience.

_____, "Isla en Manhattan," in Otro dia nuestro. San Juan: Imprenta Venezuela, 1955.
A short story on Puerto Rican migration to New York.

_____, La Carreta: drama en tres actos. 5th edition. Río Piedras: Editorial Cultural, 1963.
A play that deals with a Puerto Rican family in 3 environments: the countryside which is their place of origin, the San Juan slum to which they migrate, and the New York slum to which they continue their journey. The member of the family that induces both migrations is Luis, who feels that the future lies in the world of the machine and not in the world of the land. Ironically, he ends being killed by a machine he is inspecting. But even before this tragic end, he has progressively become more and more pessimistic. Doña Gabriela represents the opposite view of life. She decides to take the body of her son back to Puerto Rico and bury it there. She also decides to return to the world of the land. For Marqués she is a symbol of hope and the central character of the play. Migration to New York is a failure for the playwright because it represents a denial of self-identity. The Puerto Rican search for something better leads to

migration, thence to Americanization, and thus to the destruction of the Puerto Rican. Juanita represents this aspect, since she becomes an "American" woman.

_____, The Oxcart. La Carreta, trans. by C. Pilditch. New York: Scribner, 1969.

_____, La víspera del hombre. Mexico: Club del Libro de Puerto Rico, 1959.
A novel, perhaps the best of the post-war period, that treats, although indirectly, the migration experience.

_____, "Pesimismo literario y optimismo político: su coexistencia en el Puerto Rico actual," in Ensayos (1953-1956). N.p., Editorial Antillana, 1966.
In this important essay, Marqués sees in the misery under which the Puerto Rican population lives in New York one of the causes of literary pessimism in Puerto Rico.

Martínez, Al, Rising Voices (Voces Que Surgen). New York: Signet, 1974.

Martínez, Antonio J., "An Analysis of the Present Status of the Teaching of English as a Second Language to Puerto Rican Adults in New York City." Ph.D. dissertation, New York University, 1970.
The author sent questionnaires to the school administrators and teachers participating in the five programs that existed at the time for the teaching of English as a second language whose student population was at least 50% Puerto Rican. Seventy-five percent of the teachers in the five programs who responded to the questionnaire were native speakers of English. Spanish was the native language of only 20% of the teachers in the programs.

Massachusetts State Advisory Committee to the United States Commission on Civil Rights [MSACUSCCR]. Issues of Concern to Puerto Ricans in Boston and Springfield. Boston: MSACUSCCR, 1972.

Massimine, E. Virginia, Challenges of a Changing Population; A Study of the Integration of the Puerto Ricans in a West Side Community in Manhattan. New York: Center for Human Relations Studies, 1954.

Matilla, Alfredo, and Iván Silén, The Puerto Rican Poets. Los poetas puertorriqueños. New York: Bantam, 1972.
A bilingual collection that includes both poets from the island and the mainland, some of the latter writing in English.

Mattleman, Marciene S., and Robert L. Emans, "The Language of the Inner City Child: A Comparison of Puerto Rican and

Negro Third Grade Girls," Journal of Negro Education, 38 (1969), 173-76.

A descriptive and quantitative study of the oral language of 6 Puerto Rican and 5 black girls. They were chosen because the teacher regarded them as highly verbal in English. They were given individual interviews to respond to 3 pictures from the Daily Language Facility Test. Their facility, fluency, and syntactic structure were analyzed. The results are the following. The Puerto Rican girls scored lower on facility and were less fluent than the black children, who also used more prepositional phrases, transformations, and linking verb constructions and a greater variety of sentence patterns. The authors conclude that the language of the Puerto Rican children is less proficient and sophisticated than that of the black children and suggest that the goals and methods of a program for teaching Puerto Rican children should not be the same as those for black children but should be adjusted to the former's special needs.

Maxwell, Marcela W., "Comparison of Opinions of Major Urban School Problems as Viewed by Black and Puerto Rican and by White Administrators in New York City." Ph.D. dissertation, Fordham University, 1972.

"The investigation attempted to ascertain the relationships between the opinions of the 2 groups of administrators and 4 variables: (a) Position, (b) Assignment to Title I or Non-Title I School, (c) Ethnicity, and (d) Training." One hundred black and Puerto Rican and the same number of white administrators participated. The author did not distinguish between black and Puerto Rican administrators. On 10 of the 50 crucial issues dealt with, 75% or more of the 200 administrators agreed. On 26 of the 50 issues, at least 50% agreed. As was to be expected, the white group disagreed with the other one on controversial questions.

Mayerson, Charlotte L. (ed.), Two Blocks Apart: Juan Gonzales and Peter Quinn. New York: Holt, 1965.

A comparison of the lives of a middle-class Irish American and of a lower-class Puerto Rican. They were interviewed when they were 17. They discuss the neighborhood, the schools, their families, and politics.

Mayerson, Michael, "Puerto Rico: Our Backyard Colony," Ramparts (June, 1970).

McCauley, Margaret A., "A Study of Social Class and Assimilation in Relation to Puerto Rican Family Patterns." Ph.D. dissertation, Fordham University, 1972.

A study of the relation between social class and assimilation and family patterns among Puerto Rican families

in New York City that concluded that socio-economic status and assimilation were found to be related positively to joint relationships in the family in the division of labor. In decision making socio-economic status related positively to joint relationships but not assimilation. Women idealized male dominance more frequently than men. In the area of companionship social class and assimilation were related positively to joint relationships, but when it concerned the disciplining of children, the relationship between assimilation and joint relationships was negative for husbands. Social class proved to be a more important determinant for companionship, while assimilation was for division of labor and decision making.

McCready, Fred, "Community Council Seeks Way to Ease Lot of Puerto Ricans," Allentown Call [Pa.], May 3, 1958.

_____, "Prejudice, Language Barrier Add to Puerto Rican Problem," Allentown Call [Pa.], May 2, 1958.

McGrail, Richard F., "The Relationships Between Organizational Climate of Schools and the Personality Characteristics of Teachers: A Puerto Rican Sample." Ph.D. dissertation, Boston College, 1970.

McKay, Claude, Harlem: Negro Metropolis. New York: E. P. Dutton, 1940.

The author mentions the Puerto Ricans in Harlem in order to compare their experiences with those of blacks.

McKeon, John, "The Ortiz Family," Jubilee, 1 (June, 1953), 22-23.

The following is the author's conclusion on the reception of the Catholic community of this Puerto Rican family: "It is doubtful whether any immigrant group, Catholic in culture, tradition and practice, has at any time in our national history faced the contempt and opprobrium that has been the average potion meted the Puerto Rican in his efforts to integrate himself in our society. And far from welcoming the increase to the Faith, the reaction of the American Catholic . . . has to date ranged from one of stolid indifference to one of outspoken contempt." This is an extreme position. Most other evidence suggests a more moderate one, from indifference to concern.

Meléndez Muñoz, M., "El éxodo," Puerto Rico Ilustrado, January 25, 1919.

A treatment of the early migration by one of Puerto Rico's leading writers.

Mencher, Joan P., "Child Rearing and Family Organization Among Puerto Ricans in Eastville: El Barrio de Nueva York." Ph.D. dissertation, Columbia University, 1958.

The primary conclusion that the author comes to is

that "Puerto Rican extended families are the most accepting of culture change in child rearing behavior and attitudes. . . . As regards child rearing, the family able to maintain the traditional form of organization is most accepting of culture change." The nuclear family, which resembles the American family the most, is, on the other hand, the more conservative in child rearing practices.

Mendez Santos, Carlos, Los 'inmigrantes' puertorriqueños en los Estados Unidos. Ponce: Universidad Católica de Puerto Rico, 1968.

A lecture on the migration and assimilation of Puerto Ricans in continental United States.

Menton, Seymour, "Teaching English to Puerto Rican Students," High Points (November, 1952), pp. 62-70.

Mercado, J. E., "New York's Spanish Protestants: A Reply," Christian Century, 79 (March 28, 1962), 388.

Messer, Helaine R., "The Puerto Rican Student in the New York City Public Schools, 1945-1965." Master's thesis, Columbia University, 1966.

It has a very fine bibliography.

Metauten, Raymond, and Burton Gordon (comps.), Puerto Ricans in Philadelphia. Philadelphia: Commission on Human Relations, 1959.

A study of the problems and progress of Puerto Ricans in Philadelphia. "The first part of the report contains general background information about Puerto Ricans, their history, their recent migration to the U.S. mainland and brief comments about New York City's Puerto Rican population. The bulk of the report describes the characteristics, size, location, and problems of the Puerto Rican population in Philadelphia. Some of the principal services and facilities concerned with the needs and problems of Puerto Ricans are also described." There were 20,000 Puerto Ricans in Philadelphia in 1958.

Miller, B. S., "Diffusing Tensions with Film: A Way Away from Radical Polarizations; Hunter College High School," Bulletin of the National Association of Secondary School Principals, 54 (April, 1970), 67-76.

Miller, Henry, "New York City's Puerto Rican Pupils: A Problem of Acculturation," School and Society, 76 (August 30, 1952), 129-32.

By 1952, about 80% of the public schools of the city had some Puerto Rican students. Ignorance of English and racism are two of the main factors that hinder acculturation. The author discusses some of the ways that the schools can aid in alleviating these problems.

Mills, C. Wright, et al., The Puerto Rican Journey: New York's Newest Migrant. New York: Harper, 1950; New York: Russell and Russell, 1967 (reprint).

Done in 1948, it is one of the most thorough studies of Puerto Ricans in New York City. It treats cultural and language differences, adaptation to a new environment, and data on the social and economic characteristics of the migrants in the areas studied. Useful in the study of the history of the Puerto Rican community in New York City.

Mincieli, Michael V., "Strategic Intervention and the Secondary Community: A Case Study of the Educational Adjustment of Two Puerto Rican Youths." Ph.D. dissertation, Fordham University, 1972.

A study of "the adjustment of two Puerto Rican youths to educational opportunities" in the lower East Side of New York City. Representatives of a Catholic community center provided the boys with options not presented by their own community. The author followed their academic, social and communal adjustment during one-and-a-half years while they attended a private Catholic high school. One boy emphasized the rejection of his own community and stressed his new social and academic roles. The other boy was more interested in participating in the life of his own community and was less successful academically and socially in school. The author concludes that the cultural continuities between the boys' own community and school supplied by the Catholic center helped their adjustment.

Mintz, Sidney W., "Puerto Rican Emigration: A Threefold Comparison," Social and Economic Studies, 4 (1955), 311-25.

A comparison of Puerto Rican migrants in St. Croix, New York, and Hawaii. The migrants have been most successful in St. Croix and least in Hawaii. The author suggests reasons for this. A very interesting study.

Mintz, Sidney, "Puerto Rico: An Essay in the Definition of a National Culture," in U.S. Congress, U.S.-P.R. Commission on the Status of Puerto Rico, Selected Background Studies, pp. 339-434. Washington, D.C.: Government Printing Office, 1966.

A discussion of the literature dealing with Puerto Rican culture. Very useful although some of the conclusions are doubtful.

Miranda, Magdalena (ed.), Puerto Rican Task Force Report. New York: Council on Social Work Education, 1973.

Mizio, E., "Puerto Rican Social Workers and Racism," Social Casework, 53 (May, 1972), 267-72.

Molina, A., "Reaching Out; Potentials Project," Seventeen, 29 (January, 1970), 84-85.

Monserrat, Joseph, Background and General Information on Puerto Rico and the Puerto Rican Migrant. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1963.
Monserrat is a former head of the Migration Division of the Commonwealth in New York City.

_____, "Community Planning for Puerto Rican Integration in the United States," in F. Cordasco and E. Bucchioni (comps.), The Puerto Rican Experience; A Sociological Sourcebook, pp. 221-26. Totowa, N.J.: Rowman and Littlefield, 1973.
Monserrat points out that New York City needs the Puerto Rican labor force, for without it cheap labor would have to be imported or industries would leave the city. He also proposes that the Puerto Rican community does not exist at the neighborhood level but is city-wide.

_____, "The Education of Puerto Rican Children in New York City," Journal of Educational Psychology, 28 (1954), 146-92.

_____, "Industry and Community--A Profitable Partnership," Journal of Educational Sociology, 27 (1953), 171-81.

_____, "La emigración: realidad y problema en la ciudad de Nueva York," La Torre (January-March, 1956), pp. 73-96.

_____, "Literacy Tests: Puerto Rican Perspective," N.Y. Herald Tribune Magazine, October 13, 1963, pp. 9-10.
The author points out that literacy tests are being used to deny the vote to Puerto Ricans. Puerto Ricans are informed on politics through the Spanish mass media, even though they may not know English. Tax forms are in both Spanish and English, yet literacy in English is required to vote. The article now has historical interest only, since the law has been changed to allow people literate in their own language to vote without needing to know English.

_____, Migration Division, Department of Labor of Puerto Rico: Philosophy and Function. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1965.

_____, "Puerto Rican Migration: The Impact on Future Relations," Harvard Law Journal, 15 (1968), 11-27.
The author points out that Puerto Rican voters showed by the 1967 plebiscite that they wanted to develop to the fullest autonomy under the Commonwealth but not to separate from the United States. He discusses the migration experience during the previous 30 years, stating that Puerto Ricans have become the symbols of the problems of the city.

Dealing with anti-Puerto Rican racism, he believes that the black struggle for equality will have preponderant effect upon Puerto Ricans in the United States. The black struggle includes many groups besides blacks. Second generation Puerto Ricans (called New Puerto Ricans) and their characteristics are discussed, and it is suggested that they might add a new dimension to pluralism. The New Puerto Rican, the author points out, does not understand the dilemmas of his parents and elder brothers and sisters. He sees in his father the cause for his rejection by American society and for his need to remind himself that he is Puerto Rican; yet he is unable to specify what that means. The author concludes with the admonition that the ties that bind all Puerto Ricans must be maintained, regardless of the political status that island Puerto Ricans choose.

_____, "Review of O. Lewis' La Vida," Natural History, 76 (April, 1967), 70.

_____, "School Integration: A Puerto Rican View," in G. Klopf and I. Laster (eds.), Integrating the Urban School, pp. 45-60. New York: Columbia Teachers' College, 1963.
The author differentiates between segregation for blacks and for Puerto Ricans. To him any school with only Puerto Rican students is racially integrated, since Puerto Ricans are of many races. But the academic achievement of Puerto Rican students suffers nevertheless when they are separated from other groups and they are made to feel inferior, for instance, when phrases like "culturally deprived" are applied to them. He suggests that aspects of Puerto Rican culture be taught in the schools.

_____, "Some Data on Population Trends in New York: 'Must' Information for Its Citizens," Journal of Educational Sociology, 28 (1952), 108-14.

Montag, Jenny, and Mary Finocchiaro, "Guidance and Curriculum for Puerto Rican Children," High Points (January, 1951), pp. 34-42.

Montes, Marta, "La primera escuela puertorriqueña en la Ciudad de Nueva York," La Prensa, September 17, 1961.

Monthly Labor Review. "The Effect of Labor Costs and Migration on the Puerto Rican Economy," Monthly Labor Review, 76 (June, 1953), 625-27.

Montross, Harold K., "Meeting the Needs of the Puerto Rican Migrant," Employment Security Review, 26 (January, 1959), 31-33.

Moore, Barrington, "Review of O. Lewis' La Vida," New York Review of Books, 8 (June 15, 1967), 3-4.

Morgan, T. B., "Real West Side Story--Life of José Rivera," Look, 24 (February 16, 1960), 22-27.
The author points out that the movie "West Side Story" misrepresents Puerto Rican youth, who are in reality attempting to solve the tremendous problems that face them. He proposes that the only way to restore the integrity of slum dwellers is to destroy the slums.

Morrison, J. Cayce (director), The Puerto Rican Study, 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York. New York: Board of Education, 1958; New York: Oriole Editions, 1972 (reprint).
The final summary of a 4-year study of the status of Puerto Rican students in the city's schools. It studies the methods and materials used in the teaching and adjustment of pupils and parents to the schools and it points out areas for improvement. A large part of the report deals with programs developed by the schools for the non-English-speaking. It also discusses the socio-cultural aspects of educating Puerto Rican students. It makes recommendations to achieve 3 goals: (1) to promote a "better understanding of the children being taught," (2) to connect "the teaching of English to the child's cultural-social adjustment," and (3) to ease "the integration of ethnic groups through the school's program." Its main conclusion is that "the children of Puerto Rican background are exceedingly heterogeneous. This is true of their native intelligence, their prior schooling, their aptitude for learning English, and their scholastic ability." A series of more specialized studies were published as part of the larger project, these dealing primarily with the "socio-cultural adjustment" of pupils and parents. This report is perhaps the most extensive one prepared on the effect of Puerto Rican migration on the school system of New York City and on that system's impact upon the Puerto Rican community.

Moser, Richard H., "The Politics of School-Community Relations: A Puerto Rican Community." Ph.D. dissertation, University of Wisconsin, 1973.
In this study of a community in Milwaukee, the issues that concerned Puerto Ricans the most in their relationship to the school were the direction of the bilingual-bicultural education program, teacher education for such a program, and general educational policies.

Moskin, J. R., "Million on the Mainland," Look, 25 (January 17, 1961), 44.
An article on the problems encountered by Puerto Rican

migrants. The author suggests that they face more hostility in smaller communities. He believes that they have made more progress in the larger cities. He also treats the growing political and social organization among Puerto Ricans and its effectiveness.

Mozer, R. J., "Victims of Exploitation: New York's Puerto Ricans," Catholic World, 188 (September, 1959), 441-46.

Muñoz Marín, Luis, "Churches Aid Puerto Ricans: Summary of Interview," The Interchurch News, 1 (February, 1960), 2.

_____, Un mensaje a las comunidades puertorriqueñas del continente. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1953.

An official declaration by the Governor of Puerto Rico aimed at Puerto Ricans living in the United States.

Murillo-Rohde, Ildaura M., "The Relationship Between Puerto Rican Mother-Son Interpersonal Compatibility in the Area of Control Behavior and Adjustment in School." Ph.D. dissertation, New York University, 1971.

This is a study of 80 Puerto Rican boys and their mothers in 6 public elementary schools in Manhattan. The boys ranged from grades 4 to 6 and from ages 9 to 12. They were all of a low socio-economic status, not under psychiatric care and not physically handicapped. The author found the relationship between the compatibility of mother-son and his school behavior to be positive. But for the 6th grade boys the relationship with their peers apparently became more significant than that with their mothers. Moreover, when the father was absent from the home, campatibility with the mother became more significant, probably because the boys did not receive conflicting orders and messages from the father as they did when he was present.

Murra, J. V., "Up to the Slums," Nation, 188 (May 2, 1959), 411-12.

Myers, George C., and George Masnick, "The Migration Experience of New York Puerto Ricans: A Perspective on Return," International Migration Review, 2 (1968), 80-90.

An analysis of the answers of 234 Puerto Ricans that attempts to determine the characteristics of prospective return migrants and of those that will remain. The characteristics considered are age and sex differences, reasons for returning or staying, comparison of New York and Puerto Rico as regards desirable traits, relation of prospective mobility to previous residences in Puerto Rico, relation of prospective mobility to return trips to Puerto Rico, residence in the U.S. and its relationship to prospective return. The authors suggest that if the return migrants

can be recognized beforehand, they can be prepared to improve the conditions on the island that led to their migration in the first place.

Myers, George C., "Migration and Modernization: The Case of Puerto Rico, 1950-1960," Social and Economic Studies, 16 (1967), 425-31.

This is a study of the relationship among internal migration, external migration, and modernization. The author also considers the role of net migration on urbanization. He concludes that external migration is more important than internal and that it has resulted in a reduced population growth and a slowed urbanization. The rural municipios and small towns in particular have lost population. But external migration is becoming less important while internal more so. This eventually will lead to population growth unless steps are taken to prevent it by reducing the birth rate.

_____, and John M. Roberts, "A Technique for Measuring Preferential Family Size and Composition," Eugenics Quarterly, 15 (1968), 164-72.

The sample consisted of 18 Puerto Rican women. The range of family size that was offered was no boys and no girls to 6 boys and 6 girls. The results were that the most preferred family size was 2 boys and 2 girls while the least preferred was no children.

Narita, Ruth, "The Puerto Rican Delinquent Girl in New York City." Master's thesis, Fordham University, 1954.

Nash, R., "Englañol: More Language Contact in Puerto Rico," American Speech, 46 (1971), 106-22.

For the relevance of this topic to the migration, see German de Granda's Transculturacion ....

_____, "Spanglish: Language Contact in Puerto Rico," American Speech, 45 (1970), 223-33.

Nash, Veronica, Carlito's World; A Block in Spanish Harlem. New York: McGraw-Hill, 1969.

Juvenile literature. "A little Puerto Rican boy describes his family, home, school, friends, and amusements in the Spanish Harlem section of New York City."

Nation. "One Step Forward: Grievances of Puerto Rican Workers in New York City," Nation, 184 (May 11, 1957), 402.

Nation. "Power of Words: Exploitation of Puerto Rican Workers in New York City," Nation, 185 (August 17, 1957), 62.

National Conference: Meeting the Special Educational Needs of Urban Puerto Rican Youth. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1968-

National Conference of Puerto Ricans, Mexican-Americans, and Educators on the Special Education Needs of Urban Youth, New York, 1968. Hemos Trabajado Bien: A Report. Ed. by Nelson Aldrich. New York: Aspira, 1968.

Among the topics treated are bilingualism, teacher and student attitudes, curriculum and textbooks, and community participation. This is a summary of discussions held to consider the factors that influence the education of Puerto Rican students on the mainland.

National Council of the Episcopal Church. Puerto Rican Neighbors. New York: National Council of the Episcopal Church, 1958.

Naun, Robert J., "Comparison of Group Counseling Approaches with Puerto Rican Boys in an Inner-city High School." Ph.D. dissertation, Fordham University, 1971.

Thirty-one Puerto Rican 9th and 10th grade male students were divided into three groups. The first group was given interventionist counseling, the second was given nonInterventionist counseling, and the third was not given counseling. The dissertation analyzes the effects of the two types of counseling.

Navarro, Félix C., Historia de la comunidad puertorriqueña de Nueva York. Mexico, 1971.

Nazario, Luis A., Mi vida estudiantil en Nueva Orleans (novela autobiografica). Río Piedras: Editorial Edil, 1971.

Nebolsine, Arcadi, "Review of O. Lewis' La Vida," Commonweal, 86 (August 11, 1967), 502.

Newfield, Jack, "Harlem Si, Tammany No," Commonweal, 75 (September 29, 1961), 10-12.

An article on the East Harlem Reform Democratic Club, an organization whose goal is to help Puerto Ricans in Spanish Harlem to solve their problems. In 1960, Carlos Rios, a resident of the area, became the first Puerto Rican to be elected Democratic district leader in New York City. Tammany Hall opposed his candidacy.

New Haven, Connecticut. Human Relations Council. Su Guia a New Haven. New Haven: Human Relations Council, 1959.

New Republic. "Bilingual Education; Legislative Proposals," New Republic, 157 (October 21, 1967), 9; and 157 (November 18, 1967), 44-45.

New Republic. "Chicago's Puerto Ricans," New Republic, 130 (February 22, 1954), 3-4.

The story concerns the attempts of Chicago to prevent or reduce Puerto Rican immigration to the city. Some Puerto Ricans needed public assistance as a consequence of the unemployment caused by the recession. But the city refused to lift the one-year residence requirement for those that did not meet it. The funds that were available were used by the Relief Commissioner to send the Puerto Ricans back home. He himself went to Puerto Rico to attempt to discourage migration. Some pointed out that while Puerto Ricans had been expelled from Chicago and told they were not wanted, other groups had been allowed to settle there.

New Republic. "No Hablo Inglés: Police Blamed for Puerto Rican Riots," New Republic, 154 (June 25, 1966), 7.

New Statesman, "Review of O. Lewis' La Vida," New Statesman, 74 (September 29, 1967), 404.

Newsweek. "Chicago Riot: venganza," Newsweek, 67 (June 27, 1966), 23.

_____, "Identity Crisis," Newsweek, 75 (January 12, 1970), 23-24.

_____, "Migrants: The Puerto Ricans," Newsweek, 29 (March 24, 1947), 27-28.

_____, "Puerto Ricans," Newsweek, 75 (June 15, 1970), 92.

_____, "Puerto Rican Study," Newsweek, 32 (July 19, 1948), 78-79.

_____, "Uplift for Latins," Newsweek, 48 (July 30, 1956), 47.

New York City, Archdiocese of, Catholic Youth Organization. Leisure Time Problems of Puerto Rican Youth in New York City: A Study of the Problems of Selected Group Work Programs. New York: Archdiocese of New York, 1953.

_____, Board of Education. Developing a Program for Testing Puerto Rican Pupils in New York City Public Schools. New York: Board of Education, 1959.

_____, _____. Ethnic Distribution of Pupils in Regular Elementary and Junior High Schools, September 1957. New York: Board of Education, 1957.

_____, _____. Ethnic Distribution of Pupils in the Public Schools of New York City. New York: Board of Education, 1965.

Statistics on the changing ethnic character of the student population of the public school system of New York

City. Since 1958-1959, when statistics of the ethnic composition and distribution of the student population were first gathered for the whole school system, the number of blacks and Puerto Ricans in the student population has increased while that of whites has declined. The Board of Education presents several proposals that could lead to a more integrated school system.

_____, _____. Ethnic Studies Elective Resource Bulletin. Junior High School, Intermediate School, High School, July 1970. New York: Board of Education, 1970.
The material on Puerto Ricans is on pp. 109-26.

_____, _____. Interviewing Puerto Rican Parents and Children in Spanish; A Guide for School Personnel. New York: Board of Education, n.d.

_____, _____. A Program of Education for Puerto Ricans in New York City. New York: Board of Education, 1947.
An important early report by a Committee of Assistant Superintendents that recommends ways to ease and speed up the assimilation of Puerto Ricans. Besides its policy recommendations, the report deals with the cultural background of the students, the migration, assimilation, and education.

_____, _____. Puerto Rican Profiles. New York: Board of Education, 1964.
Selections on the cultural backgrounds and the migration experience of Puerto Rican students; the work was meant to serve as resource materials for teachers.

_____, _____. Resource Units for Classes with Puerto Rican Pupils: Secondary School, Orientation Stage. New York: Board of Education, 1957.

_____, _____. Tentative Report of the Committee on Classification. New York: Board of Education, 1949.
A report by the Bilingual Committee of the Junior High School Division that includes questionnaires to be administered to recent arrivals among the student population and a bibliography to guide teachers.

_____, _____. Working with Pupils of Puerto Rican Background: A Guidance Manual. New York: Board of Education, 1965

_____, _____. Your American Pupil from Puerto Rico. District Publication; School Districts 17 and 18. New York: Board of Education, 1956.

New York City, Commission on Human Rights. Ethnic Survey. A Report on the Number and Distribution of Negroes, Puerto

Ricans and Others Employed by the City of New York. New York: Commission on Human Rights, 1964.

_____, Commission on Intergroup Relations. COIR News. A journal issued by the Commission (1958-1962) that carried accounts dealing with Puerto Ricans.

_____, Community Council of Greater New York. Manhattan Communities: Summary Statements of Population Characteristics. New York: Community Council of Greater New York, 1955. Statistics from the federal census and other sources on the communities, neighborhoods, and health areas of Manhattan.

_____, _____. Our Changing Community. New York: Community Council of Greater New York, 1957. A report on the changing characteristics of New York's population, especially as they affect health and welfare agencies. Statistics on Puerto Ricans are examined.

_____, Department of Commerce and Public Events. "Puerto Ricans Key Source of Labor," Highlights, 1 (October, 1965), 1-3.

_____, Department of Planning. Puerto Rican Migration to New York City. New York: City Department of Planning, 1957.

_____, Mayor's Advisory Committee on Puerto Rican Affairs. Interim Report: September 1949 to September 1953. New York: Mayor's Advisory Committee on Puerto Rican Affairs, 1953.

_____, _____. The Puerto Rican Pupils in the Public Schools of New York City: A Survey of Elementary and Junior High Schools. New York: Mayor's Advisory Committee on Puerto Rican Affairs, 1951.

_____, Office of the Mayor, Community Conference Proceedings. Puerto Ricans Confront Problems of the Complex Urban Society: A Design for Change. New York: Office of the Mayor, 1968.

_____, Public Education Association. The Status of the Public School Education of Negro and Puerto Rican Children in New York City. New York: Public Education Association, 1955. After a study of the school system, the report concludes that schools with a high density of Puerto Rican and black students tend to be inferior in professional staff, student performance, and physical facilities. There are policy recommendations made to improve the education that blacks and Puerto Ricans receive.

New Yorker. "Bodega; Spanish-American Grocery Store on New York's Lower East Side," New Yorker, 48 (September 23, 1972), 27-30.

_____. "Action Committee: Meeting of the Lower East Side Puerto Rican Action Committee," New Yorker, 44 (August 10, 1968), 20-23.

New York Magazine. "An Aficionado's Guide to the True Latin Style," New York Magazine, 5 (August 7, 1972).

_____, "Art in the Barrio," New York Magazine, 5 (August 7, 1972).

_____, "The Big Mango," New York Magazine, 5 (August 7, 1972).

_____, "Geraldo the Proud," New York Magazine, 5 (August 7, 1972).

_____, "The Latin Diaspora," New York Magazine, 5 (August 7, 1972).

_____, "The Latin Elite," New York Magazine, 5 (August 7, 1972).

_____, "The Machismo Mystique," New York Magazine, 5 (August 7, 1972).

_____, "The Man Who Took the IRT to San Juan," New York Magazine, 5 (August 7, 1972).

_____, "Nueva York," New York Magazine, 5 (August 7, 1972).

_____, "La Situación," New York Magazine, 5 (August 7, 1972).

New York State, Commission Against Discrimination. Complaints Alleging Discrimination Because of Puerto Rican National Origin. New York: State Commission Against Discrimination, 1958.
A report covering the period between July 1, 1945, and September 1, 1958.

_____, _____. Employment in the Hotel Industry. New York: State Commission Against Discrimination, 1958.
A report on the discrimination in hiring practiced by the hotel industry. In New York's major hotels Puerto Ricans have found "extensive employment opportunities in both unskilled and skilled jobs." However, after a thorough investigation, the Commission found that Puerto Ricans were given jobs in which they did not have to come into close contact with the public. This, therefore, barred them from administrative and white-collar positions.

_____, _____. Puerto Rican Employment in New York City Hotels; A Report. New York: State Commission Against Discrimination, 1958.

_____, Commission for Human Rights. CCHR News. New York: Commission for Human Rights, 1962-1965.
A quarterly issued by the Commission that carried accounts concerning Puerto Ricans and the violation of their civil rights.

_____, _____. Populations of New York State: 1960. Report, no. 1-. New York: State Commission for Human Rights, 1961-

_____, _____. The Puerto Rican Population of the New York City Area. New York: State Commission for Human Rights, 1963.

_____, Commission on the Cost and Financing of Elementary and Secondary Education. Report. Albany: Commission on the Cost and Financing of Elementary and Secondary Education, 1972.
This report, known as the Fleischmann Report, has a series of recommendations for the education of Puerto Rican pupils.

_____, Department of Labor. Occupations of Puerto Ricans in New York City. New York: State Department of Labor, 1954.
A comparison of first and second generation Puerto Ricans with the general population. The report concludes that there has been upward mobility among the second generation, but not in an impressive fashion.

_____, Division of Human Rights. Puerto Ricans in New York State (Puertorriqueños en el Estado de Nueva York), 1960-1969. New York: State Division of Human Rights, 1969.
A report on the Puerto Rican population of New York State--numbers, characteristics, charges of discrimination and future prospects. The section in Spanish is a summary of the English text.

New York Times. "City Spanish Vote at Record High," New York Times, November 2, 1960.

_____, "Counselling Hit by Puerto Rican," New York Times, April 30, 1961.
The article reports that a Puerto Rican teacher, María Morales, charged that of the 2,500 Regents' Scholarships granted, only 10 were given to Puerto Ricans and that of the 12,755 students in the 4 academic high schools, only 83 were Puerto Rican.

_____, "Crime Data Cited on Puerto Ricans," New York Times, October 11, 1960.

_____, "Puerto Rican Fights State Literacy Law," New York Times, August 7, 1960.

_____, "Puerto Rican Migration Dwindles in a Recession," New York Times, September 7, 1971.

_____, "Wagner Primary Cost Half Million," New York Times, September 21, 1961.

_____, "West Side Notes Big Pupil Shift," New York Times, June 1, 1960.

Niemi, A. W., "Wage Discrimination Against Negroes and Puerto Ricans in the New York SMSA: An Assessment of Educational and Occupational Differences," Social Science Quarterly, 55 (1974), 112-20.

Nieves Falcón, Luis, Diagnóstico de Puerto Rico. Río Piedras: Editorial Edil, 1971.
A collection of essays based on original research by a leading Puerto Rican sociologist. There is one essay whose title in translation is "The Puerto Rican Emigration: Dream and Reality."

_____, El Emigrante Puertorriqueño. Rio Piedras: Editorial Edil, 1975.
A study, based on original research, of the Puerto Rican migrant farm worker. It is composed of five sections: (1) a general survey of Puerto Rican emigration since 1898, (2) an account of the experiences of the interviewers and the author during their research in order to give an impression of "the human environment that surrounds the workers," (3) an analysis of the attitude that the host communities have of the workers, (4) a description of the life of the migrant workers while doing seasonal labor, and (5) a collection of selected first-hand accounts of those that refused to continue being part of the migrant labor programs. It is a short but excellent work, especially in its attempt to put the emigration in historical and geographical perspective and to expose the relationships between the ruling elites, government agencies and their policies, and the consequences of these relationships on communities and individuals.

Normand, W. E., et al., "Brief Group Therapy to Facilitate Utilization of Mental Health Services by Spanish-speaking Patients," American Journal of Orthopsychiatry, 44 (1974), 37-42.

Northrup, Bowen, "Operation Friend: N.Y. Police Build a Bridge to Puerto Rican Community," Wall Street Journal, 168 (August 2, 1966), 1.

Novak, Robert T., "Distribution of Puerto Ricans on Manhattan Island," Geographical Review, 46 (1956), 182-86.
Eighty-three percent of all Puerto Rican migrants to

continental United States lived in New York City in 1950. Novak found that there were six areas in Manhattan with high densities of Puerto Ricans. Three of them he classifies as major and three as minor. According to him, the primary factors that led Puerto Ricans to congregate in these sections of the city were the existence in them of cheap housing, relatives or friends, and public transportation.

O'Brien, (Sister) Mary G., "Relationship of Self Perceptions of Puerto Rican and Non-Puerto Rican Parochial School Children to Selected School Related Variables." Ph.D. dissertation, Fordham University, 1970.

The sample consisted of 2,796 children from the 5th, 6th and 7th grades of 12 schools. The variables tested were school achievement, teacher ratings on behavior, mental ability, social and economic status, and appraisal-perception.

O'Brien, Robert W., Cleveland Puerto Rican Survey Tabulations. Cleveland: Nationalities Service Center of Cleveland and Ohio Wesleyan University, 1954.

_____, "Hawaii's Puerto Ricans: Stereotype and Reality," Social Process in Hawaii, 23 (1959), 61-64.

Puerto Rican migration to Hawaii began very soon after the American invasion of Puerto Rico. In 1900-1901, about 5,000 Puerto Ricans left the island to work in the sugar cane plantations of Hawaii. By 1950, there were about 10,000 Puerto Ricans in Hawaii. The author found that the majority of them were agricultural workers, held unskilled jobs, were poorly educated (of those over 25 years of age, 67% had an education level of 6th grade or below), suffered from arrests, criminal and juvenile court cases, and divorces with a greater frequency than the rest of the population, and had a pejorative attitude toward being Puerto Rican. But he also found evidence that new community organizations and leaders were beginning to appear. There were also signs that other Hawaiians were beginning to change their negative attitudes about Puerto Ricans. The author interviewed a sample of first and second generation Puerto Ricans, besides using other available data. See S. Mintz's "Puerto Rican Emigration: A Threefold Comparison," Social and Economic Studies, 4 (December, 1955), 311-25; and L. Nieves Falcón's El Emigrante Puertorriqueño (Río Piedras, 1975), pp. 19-22.

_____, A Survey of the Puerto Ricans in Lorain, Ohio. Lorain: Neighborhood House Association of Lorain, 1954.

A report on a study done in 1953 by faculty and students of Ohio Wesleyan University. In 1947, the National Tube Company recruited 500 Puerto Ricans and brought them

to Lorain. With this event, Puerto Rican migration to the city began. By 1953, there were 3,707 Puerto Ricans in Lorain. The report treats the Puerto Rican background of the migrants, the demography of their community, the problems its members face, their achievements and their goals. Puerto Ricans went to Lorain as families rather than as individuals. The main problems they faced were insufficient and inadequate housing, discrimination in getting jobs, ignorance of English, lack of proper recreational facilities, prejudice from the outside community, and that community's lack of preparation in dealing with newcomers. The author concludes, nevertheless, that Puerto Ricans have "adjusted" to Lorain in a "rapid and sound" manner.

O'Flannery, Ethna, "Social and Cultural Assimilation," American Catholic Sociological Review, 22 (1961), 195-206.

The article treats Puerto Rican migrants in the U.S. Its main point is that social and cultural assimilation are somewhat independent processes.

O'Gara, J., "Strangers in the City," Commonweal, 57 (October 10, 1952), 7-9.

The main problems that Puerto Ricans face in New York City are color prejudice, poor housing and bad neighborhoods, having to accept the least desirable jobs and the lowest salaries, culture conflicts such as those posed by the move from a society that until recently was primarily agricultural to a highly industrialized one where women may obtain better jobs than men (as in the garment industry), leading to a loss of male authority and prestige. The author describes the attempts of agencies and groups to help Puerto Ricans in solving those problems, especially the programs inaugurated by the Board of Education.

O'Hara, M., "We Heighten the Child's Self-Image Through the School: A Selected Bibliography," High Points, 48 (June, 1966), 71-79.

O'Neill, George C., and Nena O'Neill, Vocational Rehabilitation Needs of Disabled Puerto Ricans in New York City. New York: Puerto Rican Social Services, Inc., 1964.

Under the aegis of the federal Department of Health, Education, and Welfare, research was carried out among a sample of 60 persons by other Puerto Ricans and Spanish-speaking fieldworkers. The study found that disabled Puerto Ricans achieved "rehabilitation with the same success as non-Puerto Ricans," and that they were highly motivated during the process. Among its policy recommendations, it emphasized the need of disabled Puerto Ricans for bilingual agency personnel who moreover took a personal interest in their problems during the period of vocational rehabilitation. The goal of the project was "to derive

hypotheses for further testing or to develop research strategy and priorities" in the area.

Opler, Marvin K., "Dilemmas of Two Puerto Rican Men," in G. Seward (ed.), Clinical Studies in Culture Conflict, pp. 223-44. New York: The Ronald Press, 1958.

An essay on the culture conflicts that result when urbanization undermines the value of male dominance that prevailed in the traditional and patriarchal rural culture of Puerto Rico. Urbanization weakens the position of the male, which has as a consequence economic, social, and psychological problems, both for the individual and for the family. The author focuses on two young men, one in New York and the other in San Juan, claiming, without sufficient proof, that "these cases appear to be 'typical' among Puerto Ricans." In both cases, urbanization has done "harm" to the men. The analysis is set within a Freudian framework.

Ortíz, R., "Culture and the People: Museo del Barrio," Art in America, 59 (1971), 27.

Osuna, J. J., "Report on Visits to New York City Schools (1948)," in F. M. Cordasco and E. Bucchioni (eds.), Puerto Rican Children in Mainland Schools; A Sourcebook for Teachers, pp. 227-39. Metuchen, N.J.: Scarecrow, 1968.

Osuna proposes here that migration to the United States should be discouraged unless the migrants have been assured employment on the mainland. See L. Nieves Falcón's El Emigrante Puertorriqueño (Río Piedras, 1975), pp. 9-16, for a discussion of the factors that led the Puerto Rican government to at least acquiesce in and then to facilitate emigration. It is noteworthy that in 1945 Salvador Tió, in a report to the Chancellor of the University of Puerto Rico, stated: "Cada pueblo tiene algo que exportar . . . nosotros tenemos hombres. . . ." ("Each country has something to export . . . We have men. . . ."), Nieves Falcón, p. 13.

Owens, James M., "These are Puerto Ricans," Hartford Courant, March 15-22, 1959.

A series of 8 articles on Hartford's Puerto Rican population.

Oxman, Wendy G., "The Effects of Ethnic Identity of Experimenter, Language of Experimental Task, and Bilingual vs. Nonbilingual School Attendance on the Verbal Task Performance of Bilingual Children of Puerto Rican Background." Ph.D. dissertation, Fordham University, 1972.

The sample consisted of 256 Puerto Rican school children from the 4th and 5th grades. The object of the research was to establish the effect of a non-bilingual school on the students' alienation from it and to see

whether a bilingual program would prevent or diminish the students' alienation. The author concluded that the experimenter's non-Puerto Rican race or ethnic identity affected adversely the verbal task performance of the students not so much because it increased their alienation but rather because it served as a distraction. She also concluded that bilingual minority group children were not alienated from school in a regular, non-bilingual school environment; rather, attendance at a full bilingual school was related to an increase in alienation.

Pacheco Maldonado, Angel M., "A Cognitive-Developmental Study of Moral Judgements in Puerto Rican Children." Ph.D. dissertation, State University of New York at Albany, 1972.

The aim of the study was to "investigate the cross-cultural universality and sequentiality of the 6 developmental stages identified by Kohlberg (1958." Two conclusions are interesting. (1) "The children's responses followed the sequential order predicted for the use of the stages in Kohlberg's model." (2) While there were significant age-related differences in the responses, there were no significant ones that were sex-related.

Padilla, Amado M., and Paul Aranda, Latino Mental Health: Bibliography and Abstracts. Rockville, Md.: Alcohol, Drug Abuse, and Mental Health Administration, 1974.

This bibliography has extensive materials on Puerto Ricans.

Padilla, Amado M., and René A. Ruiz, Latino Mental Health: A Review of the Literature. Rockville, Md.: National Institute of Mental Health, 1973.

The chapter headings are: Mental Health Perspectives, Normative Behaviors, Psychological Test Assessment, Measurement of Intelligence, Academic Performance, Prejudice and Discrimination, Cooperation and Competition Among Children, and Language-Bilingualism. There is an extensive bibliography.

Padilla, Elena, Up from Puerto Rico. New York: Columbia University Press, 1958.

A study of "the social adaptations of Puerto Ricans to American slum life." The author and a research team used the methods of cultural anthropology (participant-observer technique, questionnaire) to analyze aspects of the life of Puerto Rican migrant families in a section of Manhattan during the mid-1950's. During the 18 months that the project lasted, the research team got to know more than 500 residents of the area, some of them non-Puerto Rican. At the end of that period, they administered a long, open-ended questionnaire to 48 Puerto Rican heads of family. The main conclusions of the author are that cultural assimilation was taking place rapidly as

their behavior patterns and values shifted from those that were traditional in Puerto Rico to American ones. The migrants believed that it was worth it for their children, even if they had to bear heavy burdens, such as the prejudice and discrimination of other New Yorkers. However, there is no way of knowing how applicable were Padilla's conclusions to other members of the Puerto Rican community of the time, since she did not quantify her conclusions and her sample was too limited for extrapolation.

Padilla, Ramón, and Joaquín Bollo, E.E.U.U.: Guerras internas. Negros, puertorriqueños. Madrid: Cuadernos Para El Diálogo, 1972.

Pagán de Colón, Petroamérica, Emotional Adjustment Problems of the Puerto Rican Migrant. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1960.

_____, Northeastern Ohio and the Puerto Rican Migration. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1955.

_____, Programa de Colocaciones de Trabajadores Agricolas Puertorriqueños en Estados Unidos. San Juan: Department of Labor, n.d. [1955 or 1956]

A brief account of Puerto Rican migrant labor in the United States, beginning with private employment agencies recruiting Puerto Ricans to work as domestics, farm hands, and factory workers and ending in 1948, when the Puerto Rican government established an official program to supply Puerto Rican workers for seasonal labor in the farms of the U.S. The author points out that government supervision was meant to prevent the exploitation of the workers.

_____, "The Status of the Migrant: People with the Same Aspirations," Vital Speeches, 28 (May 1, 1962), 445-48.

A speech presenting the official optimistic view of the possibility of the assimilation of the Puerto Rican migrants into American society. Pagán de Colón expects them to progressively become "more affluent and less visible." She uses the conclusions of a study by Clarence Senior, another official of the Puerto Rican government. She regards the migratory movements as voluntary and the result of the desire of the migrants to better their socio-economic status. She traces the personal, economic, and social problems encountered by the migrants to a fear of strangers among some members of the host community. The solution to these problems lies for her in attempts to improve interpersonal relations between the migrants and the older residents, the success of the civil rights movement in the United States, and the Commonwealth programs that seek to familiarize the migrants with their new home.

Pakter, Jean, et al., "Out-of-Wedlock Births in New York City," American Journal of Public Health, 51 (1961), 683-96 and 846-65.

An exhaustive study of illegitimate births, with social and medical data on non-Puerto Rican, white, non-white, and Puerto Rican cases presented. Puerto Rican illegitimate births are a trifle above the norm. Of the total number of births in the city, 13.6% are Puerto Rican and of these around 20% are illegitimate. The authors trace this phenomenon to the poverty that burdens them. Nevertheless, "the Puerto Rican unmarried mother was the most likely and the white unmarried least likely to keep and raise her own child." They conclude: "the belief that unmarried women on welfare rolls repeat the pregnancy in order to obtain additional grants is erroneous."

Palomares, V. H., and F. Negrón (eds.), "Aspira Today, Accountability Tomorrow: Interview," The Personnel and Guidance Journal, 50 (1971), 109-16.

Parker, E. C., "Spanish-speaking Churches," Christian Century, 78 (April 12, 1961), 466-68.

An analysis of the dispute about the activities of the Protestant Council of New York among Spanish-speaking Protestants. Some Hispanic ministers accused the Council with a lack of concern for Hispanic Protestants and then separated to form their own organization. They proposed the establishment of private schools for New York City Puerto Rican children, with Spanish the language of instruction, and with a stress on "morality," and on Puerto Rican pride. Some members of the Council admitted some truth in the accusation, but expected to remedy the Council's neglect through bold new programs.

Paterson, N.J. Inter-Group Council. Bienvenidos a Paterson, Amigos! Paterson: Inter-Group Council, 1958.

Peenen, H. J. van, et al., "The Diego Factor in a Puerto Rican Family: A Case of Anti-Diego," Blood. The Journal of Hematology (Sheyboyan, Wisc.), 17 (1961), 457-61.

_____, "The Diego Factor in a Puerto Rican Family: A Case of Anti-Diego in Monozygotic Twins," Nature. A Weekly Journal of Science (London), 191 (1961), 188-89.

Pennsylvania, Bureau of Employment Security. Trabajadores Agrícolas de Puerto Rico: Bienvenidos a Pennsylvania, U.S.A. Harrisburg: Pennsylvania Bureau of Employment Security, 1957.

_____, Bureau of General and Academic Education. American Diversity; a Bibliography of Resources on Racial and

Ethnic Minorities for Pennsylvania Schools. Harrisburg: Pennsylvania Bureau of General and Academic Education, 1969.
The materials on Puerto Ricans in the United States are on pp. 123-33.

Pennsylvania Economy League, Inc. Special Assimilation Problems of Underprivileged In-migrants to Philadelphia. Philadelphia: Pennsylvania Economy League, Inc., 1962.

Pennsylvania Education. "From Puerto Rico to Pennsylvania: Culture Shock in the Classroom," Pennsylvania Education, 2 (May-June, 1971), 22-29.

Pérez, Antonio, "A Comparison of Special Admissions Puerto Rican Students to Low Socioeconomic non-Puerto Rican College Students on Three Variables: Self-Concept, Alienation and Ethnic Cohesion." Ph.D. dissertation, State University of New York at Albany, 1974.
The sample for the study consisted of 68 Puerto Ricans who entered college under "special admissions" and 78 non-Puerto Ricans who entered through the regular procedures. The major conclusion was that there were no significant relationships among the 3 variables. In some aspects of "Self-Concept" the 2 groups were significantly different, but they were very similar in their results on the California Psychological Inventory. While the Puerto Ricans felt more alienated, they had great ethnic cohesiveness.

The Personnel and Guidance Journal. "Puerto Rican Youth Speaks Out: Some Quotations," The Personnel and Guidance Journal, 50 (1971), 90-95.

Philadelphia. Commission on Human Relations. Philadelphia's Puerto Rican Population With 1960 Census Data. Philadelphia: Commission on Human Relations, 1964.
A report on the socio-economic characteristics of the Puerto Rican population of the city, together with a survey of the agencies and organizations that can provide services to it. The Puerto Rican community is compared to the white and to the non-white group. Although low family income has led to many problems, the study concludes "that those Puerto Ricans residing outside the area of greatest Puerto Rican concentration are on the average in a higher socioeconomic bracket. Thus, the Puerto Rican migrants are following the pattern of many ethnic groups before them who scattered about the city as they were able to better themselves."

_____, Institute for Research in Human Relations. Puerto Ricans in Philadelphia: Summary of a Study. Philadelphia: Commission on Human Relations, 1954.

Pico, Fernando A., "The Problem with Non-Puerto Ricans," America, 115 (July 30, 1966), 114-15.

_____, "Puerto Rican View: Secularity, the Alien Myth," New Catholic World, 215 (March, 1972), 57.

_____, "Time to Go Home," America, 126 (January 8, 1972), 20-21.

Pietri, Pedro, Puerto Rican Obituary. New York: Monthly Review Press, 1974.
A collection of poems on the harsh life led by Puerto Ricans in Spanish Harlem. The poems are accusations of the society that oppresses Puerto Ricans. There are descriptions of the streets of Spanish Harlem and the plight of the drug addict, the dishwasher, the numbers player. The poetry is imbued with anger, compassion, death, disillusionment, sarcasm, tragedy. But although angry, it tends, like a considerable part of "protest literature," to become impersonal, diffuse, and vague.

Pines, M., "Review of B. B. Berle's Eighty Puerto Rican Families in New York City," The Reporter, 18 (May 29, 1958), 38-40.

Piro, Richard, Black Fiddler. New York, 1971.

Plowman, E. E., "Lords Leave, Litter Lingers," Christianity Today, 15 (January 1, 1971), 45.

Poblete, Renato, and Thomas F. O'Dea, "Anomie and the 'Quest for Community': The Formation of Sects Among the Puerto Ricans of New York," American Catholic Sociological Review, 21 (1960), 18-36.
A discussion of the effect of the migration on the religious life of Puerto Rican migrants. About 15% of the Puerto Rican population of East Harlem attended "store-front" churches. The authors trace the success of the "store-front" sects among Puerto Ricans to the anomie and the need of community felt by the migrants. They studied 2 store-front churches, where they interviewed 28 members. All but 3 had been baptized as Catholics. The major attractive characteristic of the store-front sect is that it stresses a strict way of life rather than a creed. The authors also found similar characteristics in a larger (800 members) Pentecostal church.

Poblete, Renato, Sectarismo portorriqueño; búsqueda de comunidad y expansión pentecostal, Cuernavaca, Mex.: Centro Intercultural de Documentación, 1969.

Podell, Lawrence, "Ethnicity and Education and the Receipt of Service," Public Welfare, 30 (1972), 6-11.
The author concludes that for black and Puerto Rican

mothers ethnic factors play a major role in the provision of services by AFDC (Aid to Families with Dependent Children).

Political Science Quarterly. "Review of O. Lewis' La Vida," Political Science Quarterly, 82 (December, 1967), 651.

Pollack, Erwin W., and Julius Menacker, Spanish-Speaking Students and Guidance. New York: Houghton Mifflin, 1971.
An introductory summary of some of the historical, socio-economic, and linguistic characteristics that differentiate Puerto Rican and Mexican-American students from others. It is meant for those that come into contact with Spanish-speaking students, such as teachers and counselors.

Porto Rican Brotherhood of America. Souvenir. New York: Porto Rican Brotherhood of America, 1926-1927.
The 1926 issue has the text in Spanish. The 1927 issue has most of the text in Spanish but carries some articles in English.

Preble, Edward, "Social and Cultural Factors Related to Narcotic Use Among Puerto Ricans in New York City," The International Journal of the Addictions, 1 (1966), 30-41.

Press, Irwin, "The Incidence of Compadrazgo Among Puerto Ricans in Chicago," Social and Economic Studies, 12 (1963), 475-80.
The sample consisted of 86 married men of lower, middle, and upper socio-economic status. The method used was the interview. Lower class respondents were divided into those that were self-supporting and those that depended on public assistance. It was found that regular church-goers among the lower class maintained stronger compadrazgo ties than irregular church-goers. The least acculturated lower class group on public assistance had 66.6% fewer compadres than the more acculturated self-supporting lower class group. Middle class respondents had 66.6% fewer compadres than the latter lower class group; moreover, they tended to have more relatives than friends as compadres. The upper class group had few compadres, mainly close relatives and a few friends.

Pressman, G., "Review of D. Wakefield's Island in the City: The World of Spanish Harlem," Saturday Review, 42 (March 7, 1959), 23-24.

Probst, Nathan, and Sophia A. Olmsted, "The Rising Puerto Rican Problem," New York County Lawyers' Association Bar Bulletin, 9 (1952), 5-12.

Protestant Council of the City of New York. A Report on the Protestant Spanish Community in New York City. New York:

Department of Church Planning and Research, Protestant Council of the City of New York, 1960.

This 1960 report is a sequel to 3 previous ones of 1938, 1947, and 1953, which it brings up-to-date. It contains statistics on the Puerto Rican population for the whole and by borough. Data is supplied on the number of Protestant churches serving Puerto Ricans, with their names and addresses, on the size of the congregation, and on the types of programs established by them (English and Spanish classes, housing clinics, social and medical services, youth projects, etc.). There is also a historical account of the methods by which the Protestant churches have approached Spanish-speaking groups. Even though a Protestant leader accused the Protestant agencies of not having "been very imaginative in devising ways for the Puerto Rican to feel wanted and at home in our ecclesiastical structure," the report stresses both the difficulties of implementing church policies at the local level and the expansion of services to the Spanish-speaking population during the previous decade.

Public Relations Society of America. New York Chapter. The Emerging Puerto Rican Community of New York. New York: Public Relations Society of America, 1963.

Puerto Rican Association for National Affairs. How Equitably are Bilingual-Bicultural Education Programs Servicing the Puerto Rican Students? Washington, D.C.: Puerto Rican Association for National Affairs, 1972. (mimeographed)

A report that concludes that Puerto Ricans have been slighted both in the preparation and evaluation of bilingual programs and in the benefits that have flowed from them. It documents these conclusions by impressive statistics.

Puerto Rican Family Institute. Project to Preserve the Integration of the Puerto Rican Migrant Family. New York: Puerto Rican Family Institute, 1965.

Puerto Rican Forum. Puerto Rican Community Development Project: A Proposal for a Self-Help Project to Develop the Community by Strengthening the Family, Opening Opportunities for Youth and Making Full Use of Education. New York: Puerto Rican Forum, 1964.

A report that is intended as the theoretical foundation for a project to stamp out poverty and augment economic opportunities among New York Puerto Ricans, a program "which takes into consideration both the problems of poverty in New York City and the complex realities of the cultural community pattern of the Puerto Rican New Yorker." It is not meant to be a neutral analysis of the totality of the Puerto Rican population of the city. Its goal is to expose the main problems that a considerable

portion of the Puerto Rican population of New York must contend with: low incomes, poor housing, inadequate education, strained or disrupted family life, etc. The report argues that most Puerto Ricans have not prospered in New York and that there is a need to accelerate the rate of improvement. It presents data to document its argument and serves as a counterweight to the "official" position.

_____, Spanish-American Community Profiles: Bridgeport. New York: Puerto Rican Forum, 1970. (mimeographed)
A survey of the Spanish-speaking community of Bridgeport, Connecticut. It examines the skills and potentials of the population, the social environment, the economic resources, the income, and the educational levels of the community.

_____, A Study of Poverty Conditions in the New York Puerto Rican Community. 3rd ed. New York: Puerto Rican Forum, 1970.
This is a new edition of the 1964 item, with a few prefatory pages that treat the period since 1964. Its main conclusion is that "the overall situation of the Puerto Rican New Yorker cannot be said to have improved appreciably. . . . New statistics underscore a proportionate deterioration in comparison with the black and white populations." But during the same period, the realization "of the need to engage in political action based on community participation" has extended and intensified among members of the community, a portentous development.

Puerto Rican Public Relations Committee, Inc., Puerto Ricans in the News. New York: 1949-May 1953 [ceased publication].

Puerto Rican Research and Resources Center. Puerto Rican Migration--A Preliminary Report. Washington, D.C.: U.S. Commission on Civil Rights, 1972. (mimeographed)
A study prepared for the U.S. Commission on Civil Rights, it presents an overview of the conditions and problems, with an emphasis on unemployment, of Puerto Ricans living in the United States.

Puerto Rican Workshop, San Juan, Puerto Rico. Our Children from Puerto Rico. New York: Board of Education, 1957.

Puerto Rico Junior College Foundation. Papers on Puerto Rican Studies. Río Piedras: Puerto Rico Junior College Foundation and National Endowment for the Humanities, 1970. (mimeographed)
A collection of papers given in San Juan during the middle of November 1970 at a conference on Puerto Rican Studies whose goal was to create lines of communication among the various programs on the mainland, and between

the latter and educational institutions in Puerto Rico. The authors represent several points of view; nevertheless, the Puerto Rican establishment predominates, while Puerto Ricans from the mainland, for the most part, are glaringly absent.

Pulaski, Barbara D., "The Interaction of the Puerto Rican Medical Culture with the Existing Medical Culture of Plastictown." Ph.D. dissertation, Boston College, 1973.

The research was carried out in a small industrial town in New England. The author claims that she found a vigorous system of folk medicine among Puerto Ricans and that this is the most important factor in their relationships with physicians. The latter are unaware of it. Their reaction to it might be expressed in the query: "I have to treat their illnesses, must I treat their culture too?"

Quero Chiesa, Luis, "Detrás de aquella lucesita," in Concha Melendez (ed.), El arte del cuento en Puerto Rico. New York: Las Américas, 1961.

_____, "La protesta," in Concha Meléndez (ed.), El arte del cuento en Puerto Rico. New York: Las Americas, 1961.

Short stories dealing with Puerto Ricans in New York.

Rainwater, Lee, "The Problem of Lower Class Culture," Journal of Social Issues, 26 (1970), 133-48.

An examination of the attitudes and theories that have influenced descriptions and explanations of the culture of the poor, specially in the United States. It allows us to place attempts to profile the Puerto Rican poor within an intellectual tradition.

Ramírez, Rafael L., et al. (eds.), Problems of Social Inequality in Puerto Rico. Río Piedras: Ediciones Librería Internacional, 1972. (There is a Spanish edition by the same publisher.)

These studies are an aid in understanding the social class to which many of the migrants belong as well as class relations in Puerto Rico.

Ramos Perea, Israel, "The School Adjustment of Return Migrant Students in Puerto Rican Junior High Schools." Ph.D. dissertation, University of Missouri, 1972.

The sample consisted of 1,069 return migrant students and 904 non-migrant students. Even after the socio-economic status and the linguistic ability of the students were controlled, poor adjustment was more common among migrant than among non-migrant students. The major factor in their alienation was their poor Spanish. This study is relevant for the understanding of the generations of Puerto Ricans brought up in the United States.

Rand, Christopher, The Puerto Ricans. New York: Oxford University Press, 1958, 1971.

A newspaperman's account of Puerto Rican migrants in Spanish Harlem during the 1950's. He describes the island background, Spanish Harlem, and life in New York City. Interesting, superficial and naive. There is a kind of juvenile wonder when looking at "foreigners" that can become embarrasing when it becomes too evident. The meaning that the author suggests when he contrasts the dark apparel of Spaniards and South Americans with the shocking colors that Puerto Ricans wear are just too precious. Apparently he has never heard of social class.

_____, "Puerto Ricans," Saturday Review, 41 (September 13, 1958), 36.

_____, "A Reporter at Large: The Puerto Ricans," New Yorker, 33 (November 30-December 21, 1957), 57-58, 105-06, 93-95, 56.

Rangel, Diego R., "A Longitudinal Study of Special Services Experienced by Twenty-three Post-Secondary School Students from Mexican American and Puerto Rican Communities in Chicago." Ph.D. dissertation, Northwestern University, 1974.

According to the author, Mexican-Americans and Puerto Ricans are the least Americanized of all ethnic groups in the United States. They are at the bottom of the socio-economic scale. The purpose of Rangel was to study the academic aspirations and achievements of 23 inner-city youths. They had 3 basic characteristics in common: poverty, an inner-city education, and a Spanish-speaking background. The author also set out to evaluate the effects of "Special Services" (recruitment of students, assessment of students, placement and admission to higher education, financial aid, retention in schools, grades) on their academic achievement. He found that the "Special Services" were of significant value since about 65% of the sample (15 out of the 23) were able to receive some post-secondary education, while 40% of those 15 (6 of them) finished or will finish college.

Raushenbush, Winifred, "New York and the Puerto Ricans," Harper's, 206 (May, 1953), 13-15, 78-83.

An article on the problems that Puerto Rican migrants encounter in New York--discrimination in employment and housing, color prejudice, strained relations with the police in East Harlem. These obstacles have not destroyed their hope for a better future. Raushenbush sees evidence to support this optimism in the easing of racial tensions and in the geographical mobility of Puerto Ricans within the city.

Real Estate News. "Puerto Rican Migration," Real Estate News (March, 1949).

Reiss, Paul J., "Backgrounds of Puerto Rican Delinquency in New York City." Master's thesis, Fordham University, 1954.

Renek, M., "Review of O. Lewis' La Vida," New Republic, 155 (December 3, 1966), 23-25.

Reville, Janet N., and Alfonso Rivera, The Psychological Adjustment of Puerto Rican Boys. New York: New York School of Social Work, 1956.

Rendon, M., "Transcultural Aspects of Puerto Rican Mental Illness in New York," International Journal of Social Psychology, 20 (1974), 18-24.

Reporter. "Harlem Proconsul," The Reporter, 27 (August 16, 1962), 12.

Reynolds, Lloyd G., and Peter Gregory, Wages, Productivity, and Industrialization in Puerto Rico. Homewood, Ill.: Richard D. Irwin, Inc., 1965.

"Omitting men who had been abroad for military service, we found that about one-eighth of both the men and women in our sample (of industrial workers) had lived on the mainland for some time. More than three-quarters of those who had gone to the mainland said they had done so with the express purpose of seeking employment, believing that jobs were more plentiful and better paying than in Puerto Rico. During the relevant time period--the late forties and early fifties--this impression was undoubtedly correct. A large majority of these people (90 percent of the men and 80 percent of the women) were employed in Puerto Rico at the time of emigration. This suggests that the movement was not a desperate effort to escape from unemployment but rather a rational attempt to maximize incomes. Noteworthy also is the relatively high skill level of the returned migrants. Of the men who had had mainland factory experience, 53 percent were in skilled jobs in Puerto Rico at the time of interview. This is well above the 30 percent of skilled men in the sample as a whole. The hypothetical questions put to all members of the sample revealed a strong latent 'propensity to migrate.' Two-thirds of the men and three-quarters of the women who had never been to the mainland expressed interest in going, and 80 percent of these thought they would like to migrate permanently or to try mainland living with this end in mind. The reasons given were predominantly economic. . . ."

Ribes Tovar, Federico, Enciclopedia puertorriqueña. The Puerto Rican Heritage Encyclopedia. 3 vols. San Juan: Plus Ultra Educational Publishers, 1970.

These volumes are in both English and Spanish. The second volume treats Puerto Ricans in New York and in volume three, pp. 427-30 there is a bibliography. Superficial and amply supplied with errors.

_____, El Libro Puertorriqueño de Nueva York: Handbook of the Puerto Rican Community. 2 vols. New York: El Libro Puertorriqueño, 1968-1970.

The author's aim is to present a history of Puerto Rican migration to New York. The different sections survey the migration, give information on famous exiles, describe "popular" aspects of the culture, and examine some of the problems that the migrants had to meet (cultural, economic, social, etc.). But to say the very least, this is not a work of scholarship.

Rice, John L., Health Problems Among Puerto Ricans in New York City. New York: Department of Health, 1934 (unpublished).

Rife, David C., "Finger and Palmar Dermatoglyphics in Puerto Ricans," The Anthropologist (University of Delhi), pp. 133-43.

By such an analysis, the author shows Indian, black, and white ancestry in some members of the Puerto Rican population.

Rigau, Ángel, "Un estudio puertorriqueño," La Prensa de Nueva York, April 3-10, 1956.

Rivera de Velázquez, Mary D., "A Contrastive Phonological Analysis of Puerto Rican Spanish and American English, With Application to the Teaching of English as a Second Language to Puerto Ricans." Ph.D. dissertation, Indiana University, 1964.

Rizzo Costa, Clara, and Betty W. Robinett, La Familia Vázquez en Los Estados Unidos. San Juan: Commonwealth of Puerto Rico, Department of Education, 1955.

Robbins, Richard, "Myth and Realities of International Migration into Latin America," The Annals of the American Academy of Political and Social Science, 316 (1958), 102-10.

Most Latin American countries will probably not receive immigrants in substantial numbers and should not expect them. Only Puerto Rico can anticipate considerable emigration.

Robinson, Gertrude A., "A Case Study of Puerto Rican Children in Junior High School 65, Manhattan, New York City." Ph.D. dissertation, New York University, 1956.

Robinson, Sophia, Can Delinquency Be Measured. New York: Columbia, 1936.

A group of Puerto Rican children are discussed on pp. 236 to 249. Important because of the fundamental issues it raises both in terms of theory and of policy.

Rodgers, Ron, and Diego Rangel, "Learning For Two Worlds," American Education (November, 1972), pp. 28-31.

Rodríguez, Clara E., "The Ethnic Queue in the United States: The Case of Puerto Ricans." Ph.D. dissertation, Washington University, 1973.

The author examines briefly the following topics: the dynamics of assimilation, the history of U.S. ethnic and racial prejudice, a review of the literature on ethnic differences. She concludes that the ethnic queue is arranged in terms of power and prestige going from the most to the least dominant--WASPS, Russian Jews, Irish, Poles, Italians, Latins, Blacks. There also may exist a non-white ethnic "pecking order." A scrutiny of Puerto Rican characteristics follows, especially in relation to their economic and educational status within the New York institutional structure. The attitudes of first and second generation Puerto Ricans in New York are surveyed. Questionnaires were submitted to community leaders, student and working members of the second generation, and to first generation parents. Her main conclusions are that: (1) the perception of a low status for the group is evident to its members, (2) the ability of an individual to discern the "pecking order" is perhaps related to his degree of "ghettoization"--the less "ghettoized" an individual, the greater his capacity to recognize the arrangement of the ethnic queue, (3) thus in the perception of some Puerto Ricans, the position of the WASPS, the Irish, and the Italians in the ethnic queue varies from that proposed by the author, and (4) the racial identity of the second generation is perhaps undergoing a change. A very interesting study; however, the ethnic queue posited by the author (WASPS, Russian Jews, Irish, Poles, Italians, Latins, Blacks) is not necessarily applicable to the whole of the United States. If television's ethnic stereotypes express the dominant mentality, Poles are not represented as superior to Italians. Likewise, if achievement of the Presidency of the United States is a sign of a group's power and prestige, the Irish have made it, while Russian Jews have not. Furthermore, to lump Latins into one group is misleading, since American attitudes towards Argentines and Cubans are different from those they hold about Puerto Ricans and Mexicans. For example, there is some evidence that Puerto Ricans in Chicago are perhaps less "disreputable" than Mexican-Americans.

Rodríguez, Leonardo, "Performance of Latin Americans in a Personality Survey." Ph.D. dissertation, University of Florida, 1966.

Rogers, Melvin L., "For Puerto Rican Pupils: Crash Program in Reading," Elementary School Journal (November, 1958), pp. 87-89.

Rogler, Lloyd H., "Changing Role of a Political Boss in a Puerto Rican Migrant Community," American Sociological Review, 39 (1974), 57-67.

_____, "Growth of an Action Group: The Case of a Puerto Rican Migrant Voluntary Association," International Journal of Comparative Sociology, 9 (1968), 223-34.

Rogler gives us a case study of the Hispanic Confederation of Maplewood, N.J., a medium-sized city. The group was formed in 1965 as a consequence of the coordinator of a community school program's concern about the absence of Puerto Rican participation in neighborhood organizations. (The neighborhood was mainly black.) An educated Puerto Rican woman, Crístina Esteban, became the leader of the group. Meetings were held and the Confederation was founded. The coordinator perceived such a development as another Puerto Rican attempt at isolation. Many previous Puerto Rican organizations had been wrecked by the members' propensity to discuss their personal affairs at group meetings. The Confederation surmounted this obstacle by resolving that only community affairs could be discussed at its meetings. Rogler sketches the group's activities over a two-year period. There is a need for a deeper analysis of the Puerto Ricans' proclivity towards "isolation" and the disruption of public meetings by the introduction of private concerns into the group's discussions. (Assuming, of course, that these characteristics are widespread enough to make them significant.)

_____, Migrant in the City: The Life of a Puerto Rican Action Group. New York: Basic Books, 1972.

This is a more detailed exposition and continuation of the previous case study. Rogler was a participant-observer of the group for a period of almost 4 years (from the foundation of the organization until it became an action group aiming to influence the political structures, changing its stance from acquiescense to the conditions in which the group found itself engulfed into belligerancy in order to change them). The book consists of 8 chapters and an epilogue. The descriptive narrative provides material on such topics as the origins of the group, the problem it faced, its successes, its internal conflicts, and the role of leaders in them, the members' attitudes, and the disruptive tendencies within it. There is also material on Puerto Rican cultural traits, social change, and ethnic assimilation, and urban politics. J. V. Til has called the work the "first detailed published account of a non-governmental 'general purpose' community organization." However, Rogler has attempted to draw conclusions about the relationships between the personalities of the members and their participation in the organization that do not seem to be based on sufficient evidence. He interviewed about 40 members of the group. Such a sample does not seem large enough to warrant the proposal of causal relationships in group participation and dynamics. But there is enough descriptive material to make the book valuable.

Rojas, Manuel F., Hablan las victimas en las expediciones de trabajadores a EE.UU. Una pequena e interesante historia. San Juan: N.p., n.d.

A collection of first-hand accounts where the migrants of the first decades of U.S. rule narrate their experiences. The title means "The Victims in the Expeditions of Workers to the U.S. Speak: A Short and Interesting History."

Roman, Josefina de, "New York's Latin Quarter: The Story of Our Little-known Fellow Americans from Puerto Rico Who Live in Manhattan," Inter-American, 5 (January, 1946), 9-13 and 36-37.

The author estimates the population of New York City that is of Puerto Rican origin in 1946 to be between 150,000 to 200,000 persons. There are large concentrations of them in East Harlem, Washington Heights and parts of Brooklyn. But they also live in many of the city's neighborhoods. Their principal problems are poor housing, low salaries, bad working conditions, lack of knowledge of English, and unfamiliarity with the complexity of life in a metropolis. They are attracted here by the employment opportunities, the suggestion of friends, and the good and inexpensive transportation between Puerto Rico and New York. Once in New York, they attempt to preserve their cultural heritage. As soon as they adjust, they make socio-economic progress. The value of this document is that it sounds most of the themes of the literature at a very early stage in the mass migration.

Rosado, E., "New York's Latin Quarter; Reply," Inter-American, 5 (February, 1946), 47.

Rosario, Charles, "La emigracion como experiencia vital," La Torre (January-March, 1956), pp. 23-31.

Rosen, C. L., and P. D. Ortego (comps.), "Resources: Teaching Spanish-speaking Children," The Reading Teacher, 25 (October, 1971), 11-13.

Rosenberg, Bernard, and Joseph Bensman, "Sexual Patterns in 3 Ethnic Subcultures of an American Underclass," The Annals of the American Academy of Political and Social Science, 376 (1968), 61-75.

The authors studied and compared white Appalachians in Chicago, blacks in Washington, D.C., and Puerto Ricans in New York City. All were poor migrants. They describe the sexual patterns of the youth of each group. They conclude that the sexual patterns analyzed differ not only from those of the middle class but also among the 3 groups.

Rosenberg, Terry J., Residence, Employment, and Mobility of Puerto Ricans in New York City. Chicago: University of Chicago, Department of Geography, 1974.

_____, "Review of L. H. Rogler's Migrant in the City," American Journal of Sociology, 79 (November, 1973), 745.

Rosenthal, Alan G., "Pre-School Experience and Adjustment of Puerto Rican Children." Ph.D. dissertation, New York University, 1955.

Rosner, Milton S., "A Study of Contemporary Patterns of Aspirations and Achievements of the Puerto Ricans of Hell's Kitchen." Ph.D. dissertation, New York University, 1957.
The sample consisted of one hundred Puerto Rican families. The aims were to establish the relationships between sociocultural differences in the families under consideration and differences in achievement. Differences in achievement were then correlated to differences of aspirations in Puerto Rico and New York.

Ross, Carmen S., "Identification of Cultural Characteristics of Young Puerto Rican Children in Mainland Schools: A Survey of the Reference Literature, and a Study and Analysis of Teachers' Perceptions." Ph.D. dissertation, Rutgers, 1974.
The children studied were born in the United States. The objectives of the investigation were to identify the culturally different behavior of the children and their teachers' response to it to determine whether it affected the children's academic achievement. The literature on Puerto Rican culture was used to assemble the cultural traits that were distinctive of Puerto Rican culture. Based on these cultural traits, a questionnaire was prepared. Ross concluded that the variables related to the teachers' culture have significant effect on the teachers' perception of pupils but not the following variables: sex, age, grade level taught, teaching experience, number of years living in a Puerto Rican environment. Hispanic teachers differed somewhat in their perception from "Anglo" teachers.

Rosten, Norman, "Puerto Ricans in New York," Holiday, 29 (February, 1961), 48-49.
A brief look at the conditions of Puerto Rican migrants. Rosten compares them to earlier arrivals and finds the situation better. When Puerto Ricans arrived, the problems of urbanization were already besieging New York; they were not created by the new arrivals. They are shocked by the treatment they receive from older residents and, according to Rosten, will not acquiesce to it. An interesting document as evidence of the type of concepts the mass media responded to and disseminated about Puerto Ricans.

Rubinstein, Annette T. (ed.), Schools Against Children: The Case for Community Control. New York: Monthly Review Press, 1970.
A collection of readings on the relationship between race and education in New York City and on the need for

community control. The selection of readings has not been impartial. But the conclusions presented are in general correct. The Board of Education has resisted integration and community control. As a result, students have received a deficient education. Black and Puerto Rican children for the most part go to poorly equipped, overcrowded schools with prejudiced or untrained teachers. Puerto Ricans are mentioned in several of the essays. Doxey A. Wilkerson's "The Failure of Schools Serving the Black and Puerto Rican Poor" deals directly with the issues of racism in education and its consequences.

Ruiz, Paquita, Vocational Needs of Puerto Rican Migrants. Río Piedras: University of Puerto Rico, 1947.
A study conducted among 3,024 Puerto Rican men who migrated to New York in the period 1940-1946. Based on her 1946 doctoral dissertation for Fordham University, the author examines the educational, social and vocational needs of the migrants. She suggests some areas where aid might be given in Puerto Rico before they have migrated, e.g., industrial skills, general education, English, vocational guidance.

Ruiz, Ruperto, "Improving Police--Puerto Rican Relations," in Proceedings of the John Jay College Faculty Seminars, 1969-1970. New York: City University of New York, 1971.

_____, and H. L. Present, Puerto Ricans in the United States. New York: Spanish American Youth Bureau, 1966.

_____, Understanding Civil Liberties and Human Relations as They Affect Puerto Ricans and Negroes. New York, 1960.

_____, What Can a Puerto Rican or a Person of Hispanic Descent Do to Become an Effective American Citizen? New York, 1966.
A pamphlet.

Ruoss, Meryl, The Puerto Rican Opportunity. N.p., 1953.
The text of a speech given to a meeting of the National Council of Churches of Christ in the U.S.A. on December 14, 1953. The author stresses the deep religious fervor of Puerto Rican Protestants.

_____ (director), Mid-Century Pioneers and Protestants. A Survey Report of the Puerto Rican Migration to the United States Mainland and in Particular a Study of Protestant Expression Among the Puerto Ricans of New York City. New York: The Pathfinder Service for the Protestant Churches in New York City, 1953. New York: Department of Church Planning and Research, Protestant Council of the City of New York, 1954 (2nd edition).
A study of Puerto Rican migration, especially of the

religious characteristics and needs of Puerto Rican Protestants, together with proposals to offset the "less than warm welcome on the part of the older New York churches for their new neighbors."

_____, "What about New York's Puerto Ricans," National Council Outlook, 4 (May, 1954), 12.

Rusk, Howard A., "The Facts Don't Rhyme: An Analysis of Irony in Lyrics Linking Puerto Rico's Breezes to Tropic Diseases," New York Times, September 19, 1957.

Safa, Helen I., An Analysis of Upward Mobility in Low-Income Families: A Comparison of Family Life Among American Negro and Puerto Rican Poor. Syracuse: Syracuse University Press, 1967.

_____, "The Poor are Like Everyone Else, Oscar," Psychology Today, 4 (September, 1970), 26-32.
A brief critique of Oscar Lewis' interpretation of the poor using her field-work experience among the urban poor of Puerto Rico. See next item and Lee Rainwater's "The Problem of Lower Class Culture," Journal of Social Issues, 26 (1970), 133-48, the latter a general discussion of the concepts that have been and are used to explain the behavior of the poor.

_____, The Urban Poor of Puerto Rico: A Study in Development and Inequality.
In 1959-1960, Safa conducted research among the inhabitants of a San Juan metropolitan area shantytown and a public housing project. She was a participant-observer in both localities and administered a standardized interview schedule to 474 individuals from 200 families, 100 families each from the two places studied. By 1969, the shantytown had been destroyed and its inhabitants dispersed. Safa returned to do a follow-up study on the families she had known personally in the shantytown and was able to locate all of them. She tape-recorded long interviews with the 15 members of those 7 families. The aim of the first investigation was to examine the effect that Puerto Rico's "modernization" has had on the lives of a specific segment of the urban poor, that composed of rural migrants who settled in shantytowns in the 1940's. The focus of the 1969 study was to examine the changes that had occured during the intervening decade. The present book is based on the results of those 2 studies. The emphasis is not on the quantitative data gleaned from the standardized interview schedule, but on the qualitative evidence gathered through participant-observation. She treats the economic, family, and community patterns of this segment of the urban poor, seeking to analyze in particular "how these patterns promote or hinder the development of class consciousness and class solidarity among the urban

poor." Safa's main conclusion is that the culture-of-poverty theory, which holds that "the poor are a homogenous, downtrodden, disorganized, and apathetic people," does not give us a scientific description and explanation of the lives of the poor. The theory's advocates have generalized from insufficient and sometime salacious evidence, as seen in La Vida, and have been influenced by the presumed values of the American white middle-class, specially its academic segment. Safa finds a great diversity in the life styles of the poor. She is impressed by the resourcefulness, optimism, and the capacity to adapt to change that exist in no small amount or degree among the poor. Furthermore, the expectation of individual improvement is widespread among them. The working class in Puerto Rico supports, for the most part, the present state of things. Those among the poor that have not succeeded blame their own personal failings for their condition and not the economic, political, and social structures of the present regime. Safa's work is relevant to the comprehension of Puerto Ricans on the U.S. mainland not only because it serves as an antidote for La Vida and its adherents, but also because it gives a more reliable description of the social class to which many of the migrants belong than that presented by the culture-of-poverty devotees. In addition, there are specific references to the migration and its impact upon Puerto Rico. Safa states, for example, that an "important factor underlying the lack of strong class consciousness among the Puerto Rican poor is migration to the mainland. Migration has long provided an outlet for the Puerto Rican poor who could not succeed on the island."

Sagrera, Martín, Racismo y política en Puerto Rico: la desintegración interna y externa de un pueblo. Río Piedras: Editorial Edil, 1973.

One of the few clear-eyed examinations of racism in Puerto Rico. It is necessary for understanding Puerto Rican racial attitudes and the consequences that follow when they are confronted by American racial mores.

Salgado, Ramona Matos, "The Role of the Puerto Rican Spiritist in Helping Puerto Ricans with Problems of Family Relations." Ph.D. dissertation, Columbia University, 1974.

For one year Salgado was a participant-observer at a spiritualist center in a South Bronx Puerto Rican neighborhood. The spiritualist medium (a woman) functioned as a counselor in such areas as family problems, sickness, unemployment, legal scrapes, and educational difficulties.

Samora, Julián, "The Educational Status of a Minority," Theory into Practice, 2 (1963), 144-50.

The author treats Mexicans and Puerto Ricans in the United States.

Samuels, Gertrude, "I Don't Think the Cop is My Friend," New York Times Magazine (March 29, 1964), p. 28.
A report on the relations between Puerto Ricans on Manhattan's Upper West Side and the police. The author examines the areas of resentment that exist on both sides. She points out that there has been some success in bringing about friendlier relations. She suggests that the police academy increase the amount of education that police receive in psychology and social work and that the department augment the number of its Spanish-speaking members. The title implies that most Puerto Ricans consider the police to be their enemies. The author does not present sufficient evidence to support such a conclusion. In fact, it is surprising to find how popular the police remain among Puerto Ricans, specially those born and brought up on the island. In the 1972 Puerto Rican Day Parade in New York City, when a pro-independence contingent passed by carrying nationalist and anti-American placards, the response of the crowds was almost total silence. The pro-independence group was followed by mounted police. When the crowds saw them, they burst into cheers and applause. (That night, the film clips of the parade shown on television did not include this incident.)

_____, "Puerto Rico: Land of Paradox; Thousands Leave For Lack of Opportunities, Yet It Is Potentially an Island of Hope," New York Times Magazine (October 30, 1955).

_____, "Two Case Histories Out of Puerto Rico," New York Times Magazine (January 22, 1956), pp. 26-27.
An account of the migration to New York City of 2 Puerto Rican families. The author does not claim nor assume that the 2 cases are representative and her purpose is primarily human-interest journalism. She lists the problems the migrants are faced with: low income, the special obstacles encountered by the men in finding employment, the increase in family tensions, the humiliation heaped on them by some older residents and the institutions of an insensitive society. Both families migrated in search of a better future for themselves. There is a description of the functions of the Migration Division of the Department of Labor of the Commonwealth.

_____, "Walk Along the Worst Block: East 100th Street," New York Times Magazine (September 30, 1962), pp. 18-19.
See D. and S. Burham, "El Barrio's Worst Block is Not All Bad," New York Times Magazine (January 5, 1969), pp. 24-25.

Sandis, Eva E., "Characteristics of Puerto Rican Migrants to, and from, the United States," International Migration Review, 4 (1970), 22-43.
A survey of the state of knowledge in 1970 on the socio-economic characteristics and motives of Puerto Rican

migrants to the United States and from the U.S. to Puerto Rico. Sandis compares the motives of the migrants from Puerto Rico, those of the group that remains, and those of the group that returns. She discusses the income, educational and occupational selectivity, and generational mobility of the 3 groups, pointing out that the census data are deficient, and that there is thus a need to conduct research over a number of years. The available evidence suggests that migrants from Puerto Rico come out of the middle sectors of the educational and occupational strata. They have had some schooling, but few have high school diplomas. Rather than unskilled laborers, they tend to be semi-skilled and skilled. Puerto Rico therefore loses some of its most trained workers through the migration process. When the migrants arrive in the United States they suffer a loss of occupational status, even though their income rises. Return migrants in Puerto Rico have more schooling and a higher percentage of their group are in white collar jobs than migrants that remain in the U.S. but lower incomes. There is a need to study the effects of return migrants of high educational and occupational status on the institutional facilities of the island and on social change there. A comparison of the motives of migrants with those of the population that remains in Puerto Rico is also proposed.

_____ (ed.), The Puerto Rican Experience. New York: Simon and Schuster, 1970.

A collection of readings that has a section on the migrant. There is an essay by a second generation Puerto Rican on the future of his group. See Seda Bonilla's "The Identity of the 'Niuyorricans."

San Francisco Conference on Religion, Race, and Social Concerns. San Francisco, A City in Crisis. Menlo Park, Calif.: Vallombrosa Retreat Center, 1968.

Sanguinetti, Carmen, "Adapting Science Instruction in New York City Junior High Schools to the Needs of Puerto Rican Background Pupils." Ph.D. dissertation, Columbia, 1976.

Santaliz, Pedro, Cemi en el palacio de Jarlem (Poemas de mayo a octubre de 1970, Ciudad de Nueva York). New York: Editorial Mensaje, 1972.

Sauna, Victor D., et al., The Vocational Rehabilitation Problems of Disabled Puerto Ricans in New York City. New York: New York University-Bellevue Medical Center, 1957.

A report on a one-year study of disabled Puerto Ricans in New York City. Besides the problems that disabled persons must overcome during rehabilitation, Puerto Ricans must also struggle with their difficulties in expressing themselves in English, an obstacle also known to the

personnel they dealt with. The authors discuss the popular notions and myths about Puerto Rican ambition (or lack of), educability, reaction to pain, etc.

Sayers, Raymond, "New York Teachers in Puerto Rican Schools," High Points, 39 (November, 1957), 5-16.
An account of Sayers' participation in the teacher-exchange program of the Department of Public Instruction of the Commonwealth.

Schaefer, Dorothy, "Prejudice in Negro and Puerto Rican Adolescents," in Robert A. Dentler, et al. (eds.), The Urban R's. New York: Praeger, 1967.
A study of the relationships between intelligence and minority-group status and the prejudices of black and Puerto Rican boys. Her conclusion--that the 2 groups do not identify with each other, feel little unity, and slightly spurn each other is--similar to that of other investigators.

Schaffer, Alan, Vito Marcantonio, Radical in Congress. Syracuse: Syracuse University Press, 1966.
A biography that covers in passing his relations with Puerto Ricans.

Schepses, Edwin, "Puerto Rican Delinquent Boys in New York City," Social Service Review, 23 (1949), 51-56.
First and second generation Puerto Rican boys in a "training school" (Warwick) are compared with each other and with other groups. A somewhat greater proportion--from 2 to 3 percentage points--of second generation Puerto Rican boys were at the institution than of first generation boys. In regard to other groups "Puerto Rican delinquency, on the whole, is of a milder type." A valuable document, since it presents evidence on some of the social characteristics of a part of the Puerto Rican community in New York City during the first years of the great migration.

Schmitzler, W. F., "Puerto Rican Workers Get Labor's Help to the Better Life," American Federationist, 67 (1960), 6-7.
An account of the attempts of the labor movement to destroy racket organizations that exploited Puerto Rican workers. Legitimate labor unions are also helping Puerto Ricans in their struggle to obtain higher wages and better working conditions. Most Puerto Ricans possess productive and job skills that will help them in the labor market. For another view of the relations between the unions and Puerto Ricans see Herbert Hill, "Guardians of the Sweatshops: The Trade Unions, Racism, and the Garment Industry," A. Lopez and J. Petras (eds.), Puerto Rico and the Puerto Ricans (New York, 1974), pp. 384-416, an excerpt from his articles in New Politics.

Schroeder, Richard C., "Spanish-Americans: The New Militants," Editorial Research Reports, 11 (1970), 709-29.
A survey of political activism among Hispanics, in particular the Young Lords, a recent phenomenon which the author traces to the discrimination and exploitation that Hispanics have had to bear in the United States.

Science and Society. "Review of O. Lewis' La Vida," Science and Society, 31 (Summer, 1967), 323-37.

Science News Letter. "Patterns Hamper Children: Cultural Differences and Consequences for Education," Science News Letter, 93 (June 8, 1968), 555.

Seda Bonilla, Eduardo, "Cultural Pluralism and the Education of Puerto Rican Youths," Phi Delta Kappan, 53 (January, 1972), 294-96.

_____, "The Identity of the 'Niuyorricans,'" New Generation, 53 (Fall, 1971), 6-10.

_____, "The Normative Patterns of the Puerto Rican Family in Various Situational Contexts." Ph.D. dissertation, Columbia University, 1958.

_____, "Patrones de Acómodo del Emigrante Puertorriqueño a la estructura social norteamericana," Revista de Ciencias Sociales, 2 (June, 1958), 189-200.
An article on the impact on Puerto Ricans of moving from a society with a set of racial mores to one that has a different one. In Puerto Rico there are at least 3 racial categories: white, black, and mixtures of the previous two. When Puerto Ricans of mixed racial ancestry migrate to the United States they are reduced in social status since they are classified as black by Americans. They therefore emphasize the fact that they are "foreign" in order to separate themselves from black Americans. On the other hand, the lower-class white Puerto Rican from a town or a city slum gains by shedding his Puerto Rican identity, entering the mainstream of American society, identifying himself as Spanish, changing his name, and rejecting his cultural background. His adaptation resembles that of European immigrants. He assimilates totally. The response of the Puerto Rican migrants from the white middle class and from the white peasantry is different. They organize themselves in groups and maintain their Puerto Rican identity even in the third generation. The reaction of the black Puerto Rican is to assimilate without great difficulty into black American society. Seda's analysis, based on field-work, corroborates that presented in C. W. Mills, et al., The Puerto Rican Journey.

_____, Requiem por una cultura. Río Piedras: Editorial Edil, 1970.

A collection of essays by one of Puerto Rico's leading (if not the leading) anthropologists. Several of them are based on original research. Relevant to Puerto Ricans on the mainland is one on racial prejudice, which compares racism in the United States with racism in Latin America, and another on the American social structure and the Puerto Rican migrant.

_____, "Social Structure and Race Relations," Social Forces, 40 (December, 1961), 141-48.

A comparison of the racial mores of Latin Americans with those of the United States. Since they are different, when a group or an individual socialized in one of the 2 culture areas comes into contact with the other one, in particular Puerto Rican migrants to the mainland, the result will be conflict and resentment due to differences in racial attitudes. The article is based in part on research done in 3 Puerto Rican neighborhoods in New York City in 1953-56.

Senior, Clarence, "Migration and Economic Development in Puerto Rico," Journal of Educational Sociology, 28 (1954), 151-56.

_____, "Migration and Puerto Rico's Population Problem," The Annals of the American Academy of Political and Social Science, 285 (January, 1953), 130-36. A summary appears in Monthly Labor Review, 76 (June, 1953), 625-27.

An interpretation of Puerto Rican migration. Migration aids the reduction of Puerto Rico's population growth. The long-range impact of migration on the economy and society of Puerto Rico need serious consideration. The article includes a table of annual migration as a percentage of natural increase in Puerto Rico's population, 1942-1951.

_____, "Migration to the Mainland," Monthly Labor Review, 78 (December, 1955), 1354-58.

Senior presents evidence to support the generalization that Puerto Rican migration is directly related to the state of the labor market on the mainland. During periods of an expanding labor market, migration to the U.S. increases. When the labor market contracts, migration slows down and sometimes reverses itself, with more returning to Puerto Rico than leaving it. Senior differentiates between 2 types of migrants--the farm worker and the urban settler. He describes the seasonal farm work contract program initiated by the Puerto Rican government in 1947 and U.S. farmers in need of seasonal workers. It is doubtful, as Senior claims, that the Puerto Rican government has conscientiously enforced the contract provisions from 1947 onwards. He also describes the functions, both in P.R. and the U.S., of the Migration Division of the Department of Labor of the Commonwealth. Senior was once an official of the University of Puerto Rico and of the Migration Division.

_____, Our Citizens From the Caribbean. St. Louis: McGraw-Hill, Webster Division, 1965.

A historical account of contact between the United States and Puerto Rico and of those common historical factors that have shaped both cultures into similar shapes. He discusses the American occupation of Puerto Rico and the cultural changes it induced. He describes and interprets the economic, political and social history of the island, giving a special emphasis to population growth and migration. (He includes a chapter on Cuba and Cubans in the U.S.) An introduction geared to high school students.

_____, "Puerto Rican Dispersion in the United States," Social Problems, 2 (1954), 93-99.

An examination of the causes that have led Puerto Ricans to leave New York City, where the greatest concentration still remains, for other sections of the country. Data are provided to show the geographical and numerical extent of the dispersion.

_____, The Puerto Rican Migrant in St. Croix. Río Piedras: University of Puerto Rico, 1947. (mimeographed)

An outdated but still useful study of Puerto Rican migration to St. Croix in the U.S. Virgin Islands. It is relevant to the mainland experience, since it provides comparative material for the study of migration to the mainland. Senior examines the causes of the migration, its chronology, the means used to carry it out, the number of migrants, the reception of the older residents, and their conditions in St. Croix. Today Puerto Ricans compose the largest ethnic group on the island.

_____, Puerto Rican Migration. Río Piedras: University of Puerto Rico, 1947. (mimeographed)

One of the earliest studies of Puerto Rican emigration. It served as the starting point of later work and as the basis for public policy. Senior describes Puerto Rican emigration to Hawaii, St. Croix, Arizona, South America, the Dominican Republic, and New York City.

_____, Puerto Rican Migration: Spontaneous and Organized. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1957.

_____, "The Puerto Ricans in New York: A Progress Note," International Migration Review, 2 (Spring, 1968), 73-79.

An examination of the extent of the economic, political, and religious assimilation of Puerto Ricans in New York City. He proposes some special programs that will hasten the rate of assimilation.

_____, "The Puerto Ricans in the United States," in Joseph Gittler (ed.), Understanding Minority Groups, pp. 109-25. New York: Wiley, 1956.

A survey and analysis of the evidence then known, together with the statistical data available.

_____, The Puerto Ricans of New York City. New York: Commonwealth of Puerto Rico, Department of Labor, Migration Division, 1948.

_____, "Puerto Ricans on the Mainland," Americas, 13 (August, 1961), 36-47.

A summary of the topics dealt with in his book, The Puerto Ricans--Strangers Then Neighbors (Chicago, 1965). See next item.

_____, The Puerto Ricans: Strangers--Then Neighbors. Chicago: Quadrangle Books, 1965.

Senior helped to direct Puerto Rican migration during its early stages after World War II as an official of the Puerto Rican government. He was called "the most qualified authority" on the topic at the time the book was published. But some of his premises, generalizations, and attitudes have come under attack. Here he presents us with an overview of the subject; his attempt to cover so much material leads perhaps to oversimplication and distortion. He treats economics, housing, education, crime, welfare, and even the epithets applied to Puerto Ricans. He compares Puerto Rican migration to previous immigration to and internal migration within the United States. His main concern here is to show how far U.S. society has gone in assimilating Puerto Ricans into it. He tries to rebut almost every anti-Puerto Rican notion popular in the United States.

_____, "Research on the Puerto Rican Family in the United States," Journal of Marriage and Family Living, 19 (1957), 32-37.

A discussion of the problems encountered in seeking to reach valid conclusions about Puerto Rican migrant families. The author notes several areas that require research most urgently: demographic change in the family, the relationships between adjustment to the new environment and skin color, the relations between culture conflict and tensions within the family, and the comparison of the Puerto Rican case with similar ones in other cultures.

_____, and Donald O. Watkins, "Toward a Balance Sheet on Puerto Rican Migration," in U.S. Congress. U.S.-P.R. Commission on the Status of Puerto Rico, Selected Background Studies, pp. 689-795. Washington, D.C.: Government Printing Office, 1966.

A summary of the state of knowledge at that time, accompanied by a considerable amount of data. The main theme is the advantages of the migration to the migrants, to the parent society, and to the host society.

Senior Scholastic. "Puerto Rican Pupils," Senior Scholastic, 74 (May 1, 1959), 4T-5T.

_____, "Puerto Ricans: Two Worlds and Three Jet Hours Apart," Senior Scholastic, 94 (March 14, 1969), 6-8.

_____, "Solution for Puerto Rico: Emigration," Senior Scholastic, 48 (April 22, 1946), 11.

Seplowin, Virginia M., "Analísis de la identificación racial de los puertorriqueños en Filadelfia," Revista de Ciencias Sociales, 15 (March, 1971), 143-48.

A discussion of the racial identity of Philadelphia Puerto Ricans based on research done for her doctoral dissertation. The author urges that greater attention be paid to racial factors among Puerto Ricans. There has been a strong tendency to avoid racial questions in studies done in Puerto Rico. Racial identity is a very important factor in the United States. Among other things, it influences the employment opportunities of Puerto Ricans on the mainland. Seplowin examines the data she gathered on racial self-identification among 30 Puerto Ricans in Philadelphia. She also gives her own racial categorization of members of the sample. Twenty of the individuals classified themselves as white. Seplowin considers only 12 to be so. Four regarded themselves as black. The author raises this figure to five. Thirteen classified themselves as Puerto Rican. Since to the author "Puerto Rican" is not a race, she attempts to explain this response. She suggests that the category "Puerto Rican" is used to evade racial classification, since it would mean entering the category "black."

_____, "Training and Employment Patterns of Puerto Ricans in Philadelphia." Ph.D. dissertation, University of Pennsylvania, 1969.

Sexton, Patricia C., Spanish Harlem: Anatomy of Poverty. New York: Harper and Row, 1965.

Sexton, a professor of sociology at New York University, lived in Spanish Harlem and was a participant-observer of the area for about 2 years. This is a report on the poverty conditions of the inhabitants of Spanish Harlem and a set of proposals for their amelioration. She portrays the problems faced by the self-supporting majority of the inhabitants of the neighborhood. Nevertheless, the focus is on a minority of the inhabitants, those have not been able to "adjust." With a discussion of the community, there are suggestions for community organization and the solution of its problems. The author believes that the poor must be able to influence the making and implementation of decisions that bear on their lives. She describes some of the results after parents, tenants, and people in

trouble were taught to fight authority. The book is scholarly and at the same time activist, for it proposes and describes action to change the status quo. But there is a slight tendency to pontificate and accept uncritically some cliches.

Shaw, Marvin E., "Attributions of Responsibility by Adolescents in Two Cultures," Adolescence, 9 (1968), 23-32.

A study of the attribution to others of responsibility for the consequences of their actions by adolescents in the United States and in Puerto Rico. The author examined and compared the responses of 30 Americans and 30 Puerto Ricans. He concludes that "Americans attributed more responsibility than did Puerto Ricans for intentional outcomes, whether justified or not."

Shiels, Marie E., "Dialects in Contact: A Sociolinguistic Analysis of Four Phonological Variables of Puerto Rican English and Black English in Harlem." Ph.D. dissertation, Georgetown University, 1972.

Shotwell, Louisa, "Puerto Rican Neighbors," The Presbyterian Tribune, 68 (September, 1953), 1-3.

A report on Puerto Rican migrants that urges the host communities to give them a friendly welcome. The author proposes several ways to accomplish this on the part of Protestant churches, including the changing of the congregation's activities to suit the characteristics of the neighborhood. Church members should, above all, regard Puerto Ricans "as human beings of essential dignity." The very need for such a call is shocking but evidence of attitudes towards Puerto Ricans.

Siegel, Arthur, et al., Puerto Ricans in Philadelphia: A Study of Their Demographic Characteristics, Problems and Attitudes. Philadelphia: Commission on Human Relations, 1954.

A pioneer study of Puerto Ricans living outside New York City. It is precise, scientific, profound, and a source of reliable data.

Siegel, A. L., "The Social Adjustment of Puerto Ricans in Philadelphia," Journal of Social Psychology, 46 (1957), 99-110.

The sample of the study was composed of Puerto Ricans living in major core areas of the city and their non-Puerto Rican neighbors. The article presents the principal findings on the linguistic, medical, religious, and occupational adjustment of Puerto Ricans.

Siegel, M., et al., "Racial Differences in Serum Gamma Globulin Levels: Comparative Data for Negroes, Puerto Ricans, and Other Caucasians," Journal of Laboratory and Clinical Medicine (St. Louis, Mo.: Central Society for Clinical Research), 66 (1965), 715-20.

Sierra Berdecía, Fernando, "Esta noche juega el jóker," in Teatro puertorriqueño: segundo festival. San Juan: Instituto de Cultura Puertorriqueña, 1960.

A 1938 play that is regarded as the "first serious treatment" in a literary genre of Puerto Ricans in New York City. Its theme is the loves and lives of a middle class Puerto Rican family living in New York at the time. It is a comedy of manners.

_____, La emigración puertorriqueña: Realidad y política pública. San Juan: Department of Education, 1956.

Sierra Berdecía was Secretary of Labor of Puerto Rico. He briefly sketches Puerto Rican migration from 1908 to 1956 and enunciates the government's policy on the matter.

Silén, Juan A., We, the Puerto Rican People; A Story of Oppression and Resistance. New York: Monthly Review Press, 1971.

A presentation from a pro-independence stance of the history of Puerto Ricans, both on the island and in the United States, as being primarily one of oppression. Silen attacks an interpretation of the Puerto Rican in historiography and literature that presents him as "docile." Hence the term "resistance" in the title of the English translation and the attention paid to events of violent resistance. He emphasizes the complete economic penetration that has resulted from colonialism. He excoriates Muñoz Rivera as a pseudo-revolutionary and Muñoz Marín as a capitalist reformer. His hero is Albizu Campos. Since there is a lack of visible popular support for the independence movement, he accepts the use of violence in the belief that destroying American properties "threatens the whole colonial power structure." The work throughout shows concern for the poor, who must bear the weight of the socio-economic superstructure. But as a result of its ideological position (pro-independence, revolutionary, "Marxist," revisionist), it tends to become a propaganda pamphlet for the purpose of fanning revolutionary ardor. Furthermore, the author seems to know the primary sources several times removed from the original. He does not possess a historian's temperament or training. As a result, the book betrays superficiality, emotion, distortion of history. It has become a best-seller among militants, "bound to succeed," as F. A. Picó has written, "among that ever increasing clan of searchers for a cause, who will find here, in simple and moving terms, another instance of American imperialism at work." Thus the book's utility lies in its exposition of the point of view of a sector of Puerto Rican society both on the island and the U.S., and its popularity among Puerto Rican students on the mainland. Silén has therefore influenced the historical perspectives of part of the mainland community. One comment about the title: I find it somewhat absurd for one man to claim to be the mouthpiece

of a whole people, as the title implies. Perhaps it is not Silén's responsibility, since the original Spanish title is Towards a Positive Vision of the Puerto Rican.

Silverman, Stuart H., "The Effects of Peer Group Membership on Puerto Rican English." Ph.D. dissertation, Yeshiva University, 1971.

The sample consisted of 3 groups of junior high school students--Puerto Ricans with black friends, Puerto Ricans without black friends, and black students. The aim of the research was to determine and analyze the influence of peers on the English spoken by Puerto Ricans, in particular, the transmission from blacks to Puerto Ricans of the specific traits that characterize the language spoken by black Americans.

Simmons, W. R., and associates, The Spanish-speaking Scene: Silhouette of New York City Today. New York: El Diario-La Prensa, 1963.

An account of the characteristics of Spanish-speaking New York residents. Using market research methods, data were collected and analyzed from a sample of 1,035 "Spanish-speaking persons 15 years of age and over in separate households throughout New York City." The data are systematized in the report through charts, graphs, and tables. The topics covered are the size of the Spanish-speaking population, employment, occupation, income, buying habits, and ownership of appliances. The report notes that in 1963 there were 1,045,000 Spanish-speaking residents of New York. Of these, around 69% (725,000) were Puerto Rican. The average family income of the group was $4,472. An interesting study not by social workers, government officials or academics but by market researchers interested in the Spanish-speaking population as a market.

Siu, Ping K., "Relationship Between Motivational Patterns and Academic Achievement in Chinese and Puerto Rican Second and Third Grade Students." Ph.D. dissertation, Fordham University, 1972.

Slaiman, Donald, "Discrimination and Low Incomes," American Federationist, 68 (January, 1961), 17-19.

A report on the kinds of discrimination in employment experienced by blacks and Puerto Ricans in New York. Slaiman holds that government officials must be the primary initiators of changes that will allow blacks and Puerto Ricans to compete fairly in the labor market. Nevertheless, other social groups can help in the process by attempting to solve some of the problems.

Smart, Pearl, "Experiment in Boston; Services to Puerto Rican Newcomers," Wilson Library Bulletin, 34 (February, 1960), 415.

A description of a Boston Library program set up to

teach English to Puerto Rican adults. A result has been an increase in Puerto Rican use of other library services.

Snyder, Eleanor M., Public Assistance Recipients in New York State, January-February 1957 .... New York: State Interdepartment Committee on Low Incomes, 1958.

Social Casework. "Contra viento y marea/Against the Stormy Seas," Social Casework, 55 (1974), 67-123.
A report on a symposium.

Social Science Review. "Plea for the Puerto Ricans," Social Science Review, 26 (1952), 344.
A group of Puerto Ricans proposes the following to employers and labor leaders as methods to increase the productivity of Puerto Rican workers: (1) abolish employment discrimination, (2) recognize the individuality of each Puerto Rican worker and do not treat him as merely a member of a group, (3) implement programs that will prepare Puerto Ricans for skilled jobs, (4) make use of some Spanish-speaking foremen, (5) learn some Spanish. The members of the group were at the time taking an evening course in a settlement house in New York City.

Soto, Pedro Juan, Ardiente suelo, fría estación. Xalapa, Mex.: Universidad Veracruzana, 1961.
A novel that explores some of the consequences of the population movement between Puerto Rico and the U.S. mainland, specially as they affect the Puerto Rican born or reared in the United States who returns to the island. Some of the themes examined are the yearning for a home and roots, the ambiguities of identity, the mongrelization of language and values. The U.S.-born or reared Puerto Rican is formed by both cultures but belongs in neither. Eduardo, the protagonist, asks his brother Jacinto: "If here I am an American, a gringo, a Yankee, and over there I am a Puerto Rican, a spik, then, what the hell am I, Jacinto? What am I really? Who am I? and where, Jacinto, do I belong?" He answers his own questions with bitterness: "I'm only one, man, of all the people that live in New York, who are neither from here nor from there because they do not allow them" (pp. 130-31). (The underlined words are in English in the Spanish text.)

_____, Hot Land, Cold Season. New York: Dell, 1961.
A translation of the previous item.

_____, Spiks. Mexico: Los Presentes, 1956.
A collection of short stories based on the author's own participation in the process of migration to New York and re-settlement in Puerto Rico. Spiks contains 7 short stories and 6 skeletal structures or rough drafts of short stories that are dispersed among the more finished pieces.

One of the short stories has as its location San Juan International Airport; the others occur in New York City's Puerto Rican neighborhoods. The concerns of the short stories are similar to those that dominate Ardiente suelo, fría estación: the tendency of many Puerto Ricans to flee into fantasy to escape facing reality (migration to the U.S. being a special case of such a tendency), the deterioration of the Puerto Rican's character and culture as a result of contact with life on the mainland, the description of life in the Puerto Rican sections of New York.

Sparks, Richard K., "Coping with Culture Shock," Instructor, 81 (December, 1971), 71-72.

Spiaggia, Martin, "Self-Group Devaluation and Prejudice in Minority Group Boys." Ph.D. dissertation, New York University, 1958.

Steiner, Stanley, The Islands: the Worlds of the Puerto Ricans. New York: Harper and Row, 1974.

Through the use of interview material, Steiner seeks to present a portrait of life on the island and in New York. He spent several months in Puerto Rico and interviewed some of the island's leading scholars and political leaders. However, the fruit of his labor is a superficial and journalistic account, cliche-ridden and partial to the adherents of one political position, no attempt being made to present fairly the opinions with which the author disagrees. Steiner concentrates on the opponents of the commonwealth status. The struggle of Puerto Ricans to retain their culture and exploitation on the mainland are the refrains the author is most fond of. But the danger of books such as these is that they can give ideals and opinions worthy of respect and admiration an ill repute. The lack of objective presentation puts the reader on guard against the assault of propaganda. The absence of sensitivity to history and locality reduces the protagonists to acting out eternal roles. The author seems to have merely skimmed most of the books listed in the bibliography. Most shocking, one sometimes gets the impression that the necessary background to interview some of the scholars with perspicuity is wanting. The topics dealt with could have been presented in a better fashion by objective journalism or by careful, scholarly exposition.

Stodolsky, Susan S., and Gerald Lesser, "Learning Patterns in the Disadvantaged," Harvard Educational Review, 37 (Fall, 1967), 546-93.

Stone, Leroy O., "Net Migration and the Sex-Age Composition of Puerto Rico," Canadian Review of Sociology and Anthropology, 2 (1965), 108-16.

A study of the impact of emigration on age distribution

in the population, the decline in the crude birth-rate, and the crude rate of male participation in the labor force.

Strell, Joseph, "Elementary School Principals Visit Puerto Rico," High Points, 47 (February, 1965), 69-71.

An account of a visit made to Puerto Rico in 1963-64 by administrators serving in the New York City school system. The success of Puerto Rico's educational system impressed them favorably. But the central message of the article is the changes wrought on the attitudes of the visitors. "Stereotypes were shattered." Upon their return, the educators saw students and parents from a different perspective.

String, Alvin, "Puerto Ricans in New Jersey," Public Health News (August, 1962).

A description of the program structured jointly by New Jersey farmers and representatives of the Puerto Rican government to provide New Jersey farms with seasonal migrant workers from Puerto Rico. The author notes the problems faced by migrants and farmers and the attempts being made to solve them. He underscores the advantages of the program to both farmers and migrants.

Stuart, Irving R., "Intergroup Relations and Acceptance of Puerto Ricans and Negroes in an Immigrants' Industry," Journal of Social Psychology, 56 (1962), 89-96.

The author studied the garment industry and found that the semi- and unskilled jobs which earlier were in the possession of immigrants are now held by blacks and Puerto Ricans while the immigrants have risen to the control of the industry. Blacks and Puerto Ricans are kept at the bottom of the occupational structure of the industry by the immigrants who were once in a similar position, and, to a lesser degree, by an apparent lack of competitive spirit among the black and Puerto Rican workers. Stuart also compares the position of blacks with that of Puerto Ricans in the occupational hierarchy. Blacks occupy the lowest ranks in the structure in a slightly greater proportion than Puerto Ricans. The author contends that the ILGWU has tried to stimulate blacks and Puerto Ricans to improve their skills by attending training programs. The new training will prepare them for more desirable jobs with higher pay. However, as Stuart himself admits, the union's inducement has not stampeded blacks and Puerto Ricans into the training programs.

_____, "Minorities vs. Minorities: Cognitive, Affective and Conative Components of Puerto Rican and Negro Acceptance and Rejection," Journal of Social Psychology, 59 (1963), 93-99.

A report based on the research that the author conducted in the garment industry. There exists a high degree of resentment between oldtimers in the industry (immigrants who arrived in the U.S. at the turn of the century) and

the newcomers (blacks and Puerto Ricans). The oldtimers feel apprehensive about competition from the newcomers. They have negative attitudes about them and have applied such epithets as "combative," "deceitful," "immoral," and "sly" to them. The newcomers have reacted to the oldtimers' rejection of them with indignation.

Suchman, Edward A., "Sociomedical Variations Among Ethnic Groups," American Journal of Sociology, 70 (1964), 319-31.

A study based on research which concludes that Puerto Ricans, compared to other groups, have a greater degree of mistrust of modern medical treatment. They make less use of the general health services and their perspective on health is more limited.

Sumner, T., "We Stand Tall: Intermediate School 52, Bronx, N.Y.," Senior Scholastic, Scholastic Teacher, 93 (November 15, 1968), 16-17.

Sutton, H., "Yes, We Have No Boiled Green Bananas," Saturday Review, 45 (May 12, 1962), 52.

Sweet, Phyllis R., "The Influences of Clique Characteristics on Academic Achievement of Puerto Rican Secondary School Students." Ph.D. dissertation, Boston College, 1971.

Taeuber, Irene B., "Migration and Transformation: Spanish Surname Population and Puerto Ricans," Population Index, 32 (January, 1966), 3-34.

The author discusses the changing patterns of immigration from the New World to the United States. In particular, she examines the distribution and dynamics of (1) the population of Mexican birth or parentage, (2) Spanish-surnamed whites in the Southwest, and (3) Puerto Ricans on the island and on the mainland. For a recent discussion of problems caused by census categories, such as the fact that 31.7% of the U.S. population that considers itself of "Spanish origin" does not have a Spanish surname, see K. Wagenheim, A Survey of Puerto Ricans on the U.S. Mainland in the 1970's (New York, 1975), pp. 6-10.

Talerico, Marguerite, and Fred Brown, "Intelligence Test Patterns of Puerto Rican Children Seen in Child Psychiatry," Journal of Social Psychology, 61 (1963), 57-66.

A discussion of WISC test results of 92 Puerto Rican children. The children, who ranged in age from 6 to 15 years, received attention in the psychiatric section of a New York City hospital during the period 1952-1961. The presentation includes data and tables. The sample tended toward "dull normal intelligence." However, there was also a wide range of intelligence in the group. Further research should determine the factors that influence these results, and those observed in Puerto Rican children in previous

studies. Low socio-economic status, a characteristic the majority of the children share, is suggested as the most obvious cause.

Tannenbaum, Dora, et al., The Puerto Rican Migration: A Report. New York: Hudson Guild Neighborhood House, Colony House, and Grand St. Settlement, 1955.

Temas. "Educación y el emigrante," Temas, 14 (1957), 124-27.

_____, Spanish-speaking Population and Market (Puerto Rican and Latin American); A Study. New York: Temas, 1960.

Tendler, Diana, "Social Service Needs in a Changing Community: A Study of the Use of Voluntary Social Agencies by Puerto Rican Clients." Ph.D. dissertation, New York University, 1965.

Thieme, Frederick P., The Puerto Rican Population: A Study in Human Biology. Ann Arbor: The University of Michigan, 1959.
A study in the physical anthropology of the population of Puerto Rico. The sample included 3,562 individuals. The report provides data "on blood types, nutrition, anthropometric measurements, dental conditions, intestinal infestations, and other physical characteristics." The measurements of the migrants were obtained through 2 methods. Return migrants were studied directly, migrants who remained in the U.S. were taken into consideration by the measurement of same-sex siblings. Thieme compares the physical characteristics of the sector of the population that participated in the migration process with those that did not. The comparison "shows the migrant to be 'whiter' and less negroid, and to be better nourished, but of comparable age."

Thomas, A., et al., "Examiner Effect in I.Q. Testing of Puerto Rican Working-class Children," American Journal of Orthopsychiatry, 41 (1971), 809-21.

Thomas, Marie, Sister, "Family Customs of Puerto Ricans and Organized Social Service," in AFL-CIO, Community Service Activities, Our Puerto Rican Fellow Citizens. New York: AFL-CIO, 1960.

Thomas, Piri, Down These Mean Streets. New York: Knopf, 1967.
The autobiography of a mainland-born Puerto Rican, the oldest and darkest of 7 children. It portrays living conditions in the East Harlem slum during his adolescence and early adulthood. Violence, finally rejected by the author, pervades the narrative. Among the incidents dealt with there are gang fights, petty crimes, actualizations of machismo, problems in school, not-so-petty crimes like armed robbery, and finally prison. As it ends the narrative turns towards a new beginning. Some of the other themes treated are sex, including homosexual experiences, drug

addiction and its cure, welfare, the ambivalence of father-son relationships, the identity problems of dark Puerto Ricans, the prejudice and discrimination that is heaped upon them. The autobiography becomes a representative voice from a sector of society that is rarely heard. Here is where Thomas avoids consideration of the implications of the extent to which his experiences make him representative of a particular sector of society and the extent to which his reactions to those experiences remove him from that representative role. Thomas explains his reaction to life in the slums by the trite and superficial thesis that the society lacerated and distorted his spiritual development. But many others have suffered similar, if not worse, trials and their response has not been the same. Hence there is a need to reflect on the causal relationships between slum life as such and the life-styles presented in his narrative. But then, even the explanation that he proposes for his behavior is revealing. The work is also valuable in another area. The language, style, and vocabulary of a sector of New York Puerto Rican society is mirrored in it. The language is a conglomerate of different traditions that reflect the history of the migration. The style is monotonous, yet not unpleasant and because of this powerful yet limited. The vocabulary reflects these characteristics. Thomas has deemed it wise to append a glossary. It is fascinating to see what types of expressions in Spanish have resisted English substitutes. Yet at times there is a feeling that the introduction of Spanish terms is forced and unnatural, the expression of an ideology, and not a reflection of usage. The glossary, moreover, is deficient. The expression ¡Ave Maria! rarely signifies "Hail Mary" just as ¡bendito! only on rare occasions approaches the meaning of "blessed." Thomas' autobiography is saturated with the argot of Spanish Harlem and of prison. The book is full of salacious vulgarisms, but they have apparently lost all precise meaning and have become merely expressions of undefined emotion. As a reflection of the life and language of New York Puerto Ricans, it is a valuable document worthy of interpretation at another level besides the emotional.

_____, "Foreword" in Kal Wagenheim, Puerto Rico: A Profile. New York: Praeger, 1970.

A brief comment on the significance of being a Puerto Rican born in the United States.

_____, "Nightmare Night in 'Mi Barrio,'" New York Times Magazine (August 13, 1967), pp. 16-17.

_____, Savior, Savior, Hold My Hand. Garden City, N.Y.: Doubleday, 1972.

An account of the ghetto and of Thomas after he returns to it from prison. The time lapse covered by the

narrative is around 2 years. Like Down These Mean Streets, it portrays aspects of the Puerto Rican experience in New York City. The obstacles remain the same-- drugs, prostitution, gang wars, discrimination and racial prejudice, and now his prison record. But there have been changes. He becomes religious, moves to the suburbs, returns to the ghetto, becomes a father, gets a respectable job. Most critics consider it a work inferior to Down These Mean Streets. Nevertheless, it is valuable as an eye-witness account of the life of a portion of New York Puerto Ricans.

_____, Seven Long Times. New York: Praeger, 1974.
The tale of his 7 years in prison.

Til, J. V., "Review of L. H. Rogler's Migrant in the City," The Annals of the American Academy of Political and Social Science, 404 (November, 1972), 304.

Time. "Division Lesson: Problems of Chicago's Puerto Rican Community," Time, 87 (June 24, 1966), 30-31.

_____, "Really Fantastic: Bronx's Puerto Rican Theater," Time, 53 (March 28, 1949), 83.

_____, "Review of O. Lewis' La Vida," Time, 88 (November 25, 1966), 133.

_____, "Sugar-bowl Migrants, New York's Spanish Harlem," Time, 50 (August 11, 1947), 20.

_____, "World They Never Made, New York's Puerto Ricans," Time, 55 (June 12, 1950), 24-26.
An article based on C. W. Mills, et al., The Puerto Rican Journey: New York's Newest Migrant (New York: Harper, 1950).

Tió, Salvador, "La emigración: cambios sugeridos en la política pública," La Torre (January-March, 1956), pp. 113-36.

Torruellas, Luz M., "La emigración: impacto sobre la estructura económica y social de Puerto Rico," La Torre (January-March, 1956), pp. 55-72.

Toth, C. W., "Strangers in the City; Reply," Commonweal, 57 (November 28, 1952), 200-01.

Tough, Rosalind, and Gordon D. MacDonald, "Manhattan's Real Property Values and the Migrant Puerto Ricans," Land Economics: A Quarterly Journal of Planning, Housing and Public Utilities (University of Wisconsin), 34 (February, 1958), 1-18.

Trans-Action. "Puerto Rico vs. New York," Trans-Action, 5 (April, 1968), 8.

_____, "Review of O. Lewis' La Vida," Trans-Action, 4 (March, 1967), 50-52.

Trejo, A. D., "Bicultural Americans with a Hispanic Tradition," Wilson Library Bulletin, 44 (March, 1970), 720-22.

United States. Bureau of the Census. U.S. Census of Population: 1950. Puerto Ricans in the United States. Special Reports, Chapter D. Washington, D.C.: Government Printing Office, 1953.

A statistical report based on the 1950 census of the socio-economic characteristics of U.S. residents having parents born in Puerto Rico. It provides the data for the whole country and for selected areas.

_____, _____. U.S. Census of Population: 1960. Puerto Ricans in the United States. Final Report PC(2)-1D. Washington, D.C.: Government Printing Office, 1963.

A report, based on the 1960 census returns, of the socio-economic characteristics of U.S. residents having Puerto Rican-born parents. It includes the statistics for the whole country and for selected regions.

_____, _____. U.S. Census of Population: 1950. State of Birth. Special Report PE No. 4A. Washington, D.C.: Government Printing Office, 1953.

A statistical report based on the 1950 census figures. It provides data on the age, color, sex, and state of residence of individuals born in Puerto Rico who had settled in the United States.

_____, _____. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-104, Part 1. Washington, D.C.: Government Printing Office, 1962.

Statistics from the 1960 census on the socio-economic characteristics of Puerto Ricans in the New York metropolitan area.

_____, _____. Census of Population and Housing: 1970. Census Tracts. Final Report PHC(1)-145, New York, N.Y., SMSA Part 2. Washington, D.C.: Government Printing Office, 1972.

Statistics from the 1970 census on the socio-economic characteristics of Puerto Ricans (defined as persons with at least one parent born in Puerto Rico) in the New York metropolitan area.

_____, Commission on Civil Rights. Hearing Before the United States Commission on Civil Rights. Hearing Held in New York, New York, February 14-15, 1972. Washington, D.C.: Government Printing Office, 1973.

_____, _____. Issues of Concern to Puerto Ricans in Boston and Springfield. Washington, D.C.: U.S. Commission on Civil Rights, 1972.

A report on problems in education, housing, employment, and social services faced by Puerto Ricans in Boston and Springfield.

_____, Congress. House. Committee on Un-American Activities. Communist Activities Among Puerto Ricans in New York City and Puerto Rico. Washington, D.C.: Government Printing Office, 1960.

_____, _____. Senate. Select Committee on Equal Educational Opportunities. Equal Educational Opportunity: Hearings, November 23-25, 1970: Equal Educational Opportunity for Puerto Rican Children. Washington, D.C.: Government Printing Office, 1970.

_____, _____. _____. Committee on Labor and Public Welfare. Special Sub-Committee on Bilingual Education. 90th Congress, First Session. Bilingual Education: Hearings. Washington, D.C.: Government Printing Office, 1967.

These hearings concerned Title VII, enacted in 1968, as part of an education act. Title VII provides for bilingual education.

_____, Department of Labor. Bureau of Employment Security. Puerto Rican Farm Workers in Florida. Washington, D.C.: Bureau of Employment Security, 1955.

_____, _____. _____. Puerto Rican Farm Workers in the Middle Atlantic States; Highlights of a Study. Washington, D.C.: Bureau of Employment Security, 1954.

_____, Federal Security Agency. The Needs of Children of Puerto Rico. Washington, D.C.: Federal Security Agency, 1950.

_____, Manpower Report to the President, 1964. "Economic Status of Puerto Ricans: United States and New York, New York," in Manpower Report to the President, pp. 115-18. Washington, D.C.: Government Printing Office, 1964.

An analysis of the 1960 census figures on Puerto Ricans in such categories as education, employment, income levels, and occupational distribution. The report presents tables and discusses the problems the migrants face but singles out the gains made by the second generation.

U.S. News & World Report. "Mixed Schools, Problem in New York City, Too," U.S. News & World Report, 40 (March 30, 1956), 53-56.

_____. "900,000 Puerto Ricans in U.S.: Their Problems and Progress," U.S. News & World Report, 47 (December 7, 1959), 91-95.

An account of Puerto Rican migration based on false

assumptions and on inadequate or non-existent data. The report takes for granted that Puerto Ricans created the slums, increased the crime rate, and exacerbated poverty conditions in New York City. An assumed rise in crime is traced to Hispanics, meaning primarily Puerto Ricans. No evidence is provided for the assertions. It mentions signs of improvement among the Puerto Rican population and the employment by city agencies of Spanish-speaking personnel.

_____. "Silent Minority Starts to Speak Out," U.S. News & World Report, 69 (July 30, 1970), 66-69.

University of Puerto Rico. Social Sciences Research Center. The Educational Setting in the Virgin Islands, With Particular Reference to the Education of Spanish-speaking Children. Río Piedras: University of Puerto Rico, n.d.

A study of the junior and high school educational system of the Virgin Islands, in particular St. Croix. The aim was to see how the system was providing for the education of Puerto Rican children that attended it. Programs to meet the needs of these children were almost totally lacking. The report recommends that the educational system of the Virgin Islands abandon the "melting pot" theory and accept the cultural plurality of the area.

Urban Education. "Review of O. Lewis' La Vida," Urban Education, 3 (1967), 32-38.

Valdez, D. T., "U.S. Hispano," Social Education, 33 (April, 1969), 440-42.

Valentine, Charles A., Culture and Poverty: Critique and Counter-Proposals. Chicago: University of Chicago Press, 1958.

A discussion and criticism of the theorists who have developed the culture-of-poverty theory.

_____, "Review of O. Lewis' A Study of Slum Culture," American Sociological Review, 33 (August, 1968), 648.

Vandow, Jules E., "Venereal Disease Among Puerto Ricans in New York City," Public Health Reports, 70 (December, 1955), 1242-46.

A statistical analysis of the incidence of venereal disease among Puerto Ricans was prepared for the city's Health Department. This is a report of the analysis, together with the data used. The author's assessment is "that it is very difficult to draw accurate conclusions from morbidity data about the rate of syphilis for Puerto Ricans."

Varo, Carlos, Consideraciones antropológicas y políticas en torno a la enseñanza del 'Spanglish' en Nueva York. Río Piedras: Ediciones Librería Internacional, 1971.

An attack on the very concept of teaching at college

level such a dismal concoction as "Spanglish." The New School for Social Research attempted it and that goaded Varo into publishing this discussion of the premises and consequences for Puerto Ricans of the use of a mongrelized language. He examines the linguistic attack of English on Spanish, bilingualism, and the political and economic oppression of Puerto Ricans in New York, especially that imposed upon "neo-Ricans."

_____, Puerto Rico: Radiografía de un Pueblo Asediado. Río Piedras: Ediciones Puerto, 1973.

An analysis of the most important problems facing Puerto Rico. He regards the migration as a "false solution" to some of these. He can be blunt. He calls Puerto Rico una colonia por consentimiento--a colony through consent.

Vásquez Calzada, José L., "La emigración puertorriqueña: ¿ solución o problema?," Revista de Ciencias Sociales, 7 (1963), 323-32.

The author argues that migration is not a solution to the problem of population growth. Migration is difficult to coordinate, since it depends on U.S. economic conditions and these are difficult to predict. Migration is an inefficient means of regulating the growth of population. Furthermore, it is a costly process for Puerto Rico since it drains the island of the most highly trained sectors of its working class. (It also increases the dependent percentage of the population.) Puerto Rico trains the migrants; it then loses them to the U.S. economy at the moment they are about to produce. Vásquez does not regard the migration as a voluntary population movement, since it is due to a scarcity of employment opportunities on the island. He also suggests that the decrease in migration that some studies show is an illusion. Puerto Rican migration is increasing, but this population loss is hidden by the arrival of Americans, Cubans, and other non-Puerto Ricans. At the time that Vásquez wrote, Hernández Alvarez had not published his work on return migration, which shows, as does later evidence, that Vásquez's last proposition was in error.

Vázquez, H. I., "Puerto Rican Americans," Journal of Negro Education, 38 (1969), 247-56.

_____, "Puerto Rican Americans," National Elementary Principal, 50 (November, 1970), 65-71.

Vidal, David, "Returning Migrants Find Puerto Rico Inhospitable," New York Times, October 3, 1975, pp. 1 and 20.

A report on the antagonism and prejudice and the social and linguistic problems that Puerto Ricans born in the U.S. or reared on the mainland encounter when they return to Puerto Rico under the assumption that they are back home. There is a mention of some who are returning to the U.S. and of some that have more or less adjusted successfully

to Puerto Rican society. P. J. Soto in Ardiente suelo, fría estación presented as fiction what here is reported as fact.

Vivas, G. E., "Our Spanish-speaking U.S. Catholics," America, 91 (May 15, 1954), 187-88.

Vivas, Julio, The Puerto Ricans of Cleveland: A Challenge to Community Organization. Cleveland: Western Reserve University, 1951.

Vivas Maldonado, José L., A vellón las esperanzas; cuentos de un puertorriqueño en Nueva York. New York: Las Americas, 1971.

Short stories that treat the Puerto Rican experience in New York.

Wagenheim, Kal (comp.), The Puerto Ricans: A Documentary History. New York: Praeger, 1973.

The 9th and 10th sections of this reader are concerned with the migration and the mainland communities. In Wagenheim's introductory comments, he is sympathetic to the preservation and development of Puerto Rican culture. Another collection of such scope does not exist in English. It is essential. But it is not really a documentary history, since it reproduces very few primary sources. Moreover, it is a shame that it neglects Puerto Rican documentary materials to present American viewpoints, even if pro-Puerto Rican.

Wagenheim, Kal, Puerto Rico: A Profile. New York: Praeger, 1970.

A basic introduction. It has a section on the migration.

_____, A Survey of Puerto Ricans on the U.S. Mainland in the 1970's. New York: Praeger, 1975.

An analysis of the statistics of the last 30 years on Puerto Ricans in the United States, with materials from the island included in order to compare mainland Puerto Ricans with Puerto Rican sedentes, and with Puerto Rican return migrants. Data are presented and analyzed on population growth and dispersal throughout the U.S., income, education and employment. Other categories, such as fertility and female-headed households, are also considered. Wagenheim compares first and second generation Puerto Ricans with each other, and the mainland Puerto Rican population with the total U.S. population, blacks, other Hispanic groups, and Puerto Ricans on the island. The first part contains a general statistical survey of the Puerto Rican population at the national level. Population growth and dispersal, education, language and literacy, and jobs and income are the major categories examined; but relevant information of diverse types is included. For example, of all persons that classified themselves of "Spanish origin," whatever that means, 31.7% did not have recognizable Spanish

surnames. Since there was considerable immigration to Puerto Rico in the 19th century from France and Italy, a large portion of the Puerto Rican population carries French and Italian surnames. It is therefore difficult to see why the Census Bureau has a category for Spanish-surnamed individuals, since only 68.3% of all persons of "Spanish origin" carry Spanish-surnames and there are residents of the U.S. with Spanish surnames who are not of Spanish origin. The second part of the book surveys the characteristics of the Puerto Rican population in selected urban areas. Eight states and eleven cities are treated in detail, but data are provided for many others. The third part contains projections for the future. The book ends with an appendix of 62 pages that contains 76 statistical tables.

Wagner, Geoffrey, "Puerto Rico in Harlem," New Republic, 131 (August 23, 1954), 16-18.

An account of the author's personal experiences in Spanish Harlem which creates a positive image of Puerto Ricans. The author holds that Puerto Rican culture has enriched New York City.

Wakefield, Dan, "Gang That Went Good," Harper's Magazine, 216 (June, 1958), 36-43.

_____, Island in the City: Puerto Ricans in New York. Boston: Houghton Mifflin, 1959.

Wakefield was a reporter who lived in Spanish Harlem for almost 6 months. The book is an account of the lives and material conditions of the inhabitants of the area. But like most journalism, it is vitiated somewhat by a newspaperman's attraction for the colorful and spectacular. Therefore the usual fare of spiritualism, drugs, and gangs receive too much attention. (Has it ever occurred to a reporter to investigate how Puerto Ricans behave at Sunday Mass or at a Protestant service?) Nevertheless, Wakefield has produced a book that besides good description has careful and precise discussions of important topics, one of them being spiritualism.

_____, "The Other Puerto Ricans," New York Times Magazine (October 11, 1959), pp. 24-25.

A description of a Puerto Rican woman on Manhattan's Lower East Side who founded a club to bring together people of Irish, Jewish, and Puerto Rican heritage. Wakefield states that many Puerto Ricans, individually and in groups, help other people. The purpose of the article was to counteract the bad publicity that Puerto Ricans were then receiving, since newspapers stressed the negative aspects of some of the new migrants.

_____, "Politics and the Puerto Ricans," Commentary, 25 (March, 1958), 226-36.

_____, "200,000 New Yorkers Can't Vote," Nation, 188 (February 28, 1959), 183-85.

An account of the law suit of a Puerto Rican questioning the validity of a New York State law that then required of a voter that he be literate in English. The suit was controversial. The State courts upheld the law. There was evidence that resentment against the requirement was increasing among Puerto Ricans. An amendment to the law making those literate in Spanish eligible to vote was proposed, but most Puerto Ricans expected the proposal to fail.

_____, "Vulnerable Stranger; Puerto Rican Workers in New York City," Nation, 184 (May 4, May 11, 1957), inside cover.

Walsh, J. F., and R. D'Angelo, "I.Q.'s of Puerto Rican Head Start Children in the Vane Kindergarten Test," Journal of School Psychology, 9 (1971), 173-76.

Washington State. Department of Education. Listing of Resource Material Concerned With the Spanish Speaking. Olympia: Superintendent of Public Instruction, 1971.

Watson, Eloise J., "The Employment Experience of Male Mental Retardates: A Study of the Relationship of Certain Cultural Factors to the Employment Experience of Negro and Puerto Rican Graduates of New York City CRMD Classes." Ph.D. dissertation, New York University, 1971.

Puerto Rican and black retardates were studied to see whether there were appreciable differences in their employment experience and whether these differences were related to cultural differences and how.

Weales, Gerald, "New York's Puerto Rican Dilemma," New Leader (March 7, 1955), pp. 8-10.

Welfare Council of New York City. Puerto Rican Children: Some Aspects of Their Needs and Related Services. New York: Welfare Council of New York City, 1949.

_____, Puerto Ricans in New York City. New York: Welfare Council of New York City, 1948.

A description of the Puerto Rican population of New York, together with a set of policy proposals. The survey reproduces data on the number and distribution of Puerto Ricans in the city, the problems of Puerto Rican neighborhood groups, the inadequacies of the education, employment, and health services available to Puerto Ricans, the use of Spanish-speaking personnel in social agencies, and migration and resettlement. The Committee's report concludes that the problems that burden Puerto Ricans are a reflection "of a nation-wide problem in which are involved the overcrowding of cities and the unsolved economy of an island possession of the United States." The aims of its proposals are to

reduce friction due to language differences, establish special school programs for Puerto Rican students, develop tenant-landlord associations, and create a federal agency to deal with Puerto Rican migration. An impressive and farsighted study.

Welfare and Health Council of New York City. Population of Puerto Rican Birth or Parentage, New York City: 1950. New York: Welfare and Health Council, 1952.

When published, it was the most complete and accurate survey of New York Puerto Ricans at the beginning of the 1950's. Data from the 1950 census were used to prepare tabulations of the Puerto Rican population by boroughs, health areas, and census tracts.

_____, Puerto Ricans in New York City. New York: Welfare and Health Council, 1953.

Wells, Robert W., "Our Latin Newcomers," The Milwaukee Journal, April 6-9, 1958.

A series of 4 articles on Puerto Ricans in Milwaukee.

Werner, M. R., "The Puerto Ricans: Slum to Slum," Reporter, 3 (September 12, 1950), 20-22, and September 26, 1950, 20-23.

An examination of the problems encountered by Puerto Rican migrants to New York. Older residents resent and are prejudiced against Puerto Ricans. The New York press has been less than responsible in its treatment of Puerto Ricans. He suggests several ways to solve some of the problems that Puerto Ricans face on the island and on the mainland: "planned migration," Puerto Rican participation in the labor movement, immigration to foreign countries.

Wheeler, Helen, "The Puerto Rican Population of New York, New York," Sociology and Social Research, 35 (November, 1950), 123-27.

An article on the factors that have influenced Puerto Rican migration. She uses the "push-pull" theory and finds the "pull" sector of it more influential. The most important motives are: cheap and easy transportation, high wages on the mainland in comparison to the island, belief among the migrants that New York has a higher standard of living than Puerto Rico, the influence of relatives in New York, and perhaps, the low living standards in Puerto Rico.

Whitam, F. L., "New York's Spanish Protestants," Christian Century, 79 (February 7, 1962), 162-64.

Whitley, Oliver R., "The Religion of Immigrants," Hibbert Journal, 61 (1963), 165-66.

According to Whitley, religion gives stability to the life of migrants. Migrants that plan to return do not

generally fall under the influence of evangelical propaganda. Migrants that do not plan to return undergo a process of rebirth. Psychologically, permanent migration is a form of escape (P. J. Soto agrees), a belief that the migrant can succeed in this world. Spanish-speaking Protestants in store-front churches have made many conversions among the Puerto Ricans, due to this need, as Lagmonovich's study has shown.

Wilkerson, D. A., "Programs and Practices in Compensatory Education for Disadvantaged Children," Review of Educational Research, 35 (1965), 426-40.

Willoughby, W., "Puerto Rican Story," Globe-Times (Bethlehem, Pa.), July 7-12, 1958.
A series of 6 articles.

Woodbury, Clarence, "Our Worst Slum, New York's Spanish Harlem," American Magazine, 148 (September, 1949), 30-31.
Migration of Puerto Ricans to New York City is due, according to Woodbury, primarily to economic factors and not to political ones. The author does not present the necessary comparative evidence that would allow him to classify Spanish Harlem as the worst slum in the country. He describes the problems related to poverty and discrimination that the Puerto Rican migrant must solve. Notes various proposals and programs for improvement. There is need to reform politics, improve housing, and sanitation in order to "eliminate America's worst slum." Otherwise it could become a hot-bed of communist conspiracy. An inflated description of living conditions, crime, and vice in East Harlem.

Workshop on Employment Problems of Puerto Ricans, New York, 1967. Summary of Proceedings. New York: Workshop on Employment Problems of Puerto Ricans, 1967.

Yezierska, Anzia, "Lower Depths of Upper Broadway," Reporter, 10 (January 19, 1954), 26-29.
An account, based on personal experiences in a Manhattan building that attracted Puerto Ricans and other minorities, of the methods landlords use to exploit Puerto Rican newcomers who are looking for better housing.

Yglesias, J., "Down Those Mean Streets: The Framing of Carlos Feliciano," Ramparts, 11 (January, 1973), 33-36.

_____, "Right On With the Young Lords," New York Times Magazine (June 7, 1970), pp. 32-33+.

Yinger, J. M., and G. E. Simpson, "Integration of Americans of Mexican, Puerto Rican, and Oriental Descent," The

Annals of the American Academy of Political and Social Science, 304 (March, 1956), 124-31.

A secondary account based on several reports and studies. The section on Puerto Ricans is quite short. Several New York City school programs developed to preserve cultural pluralism are mentioned. It is suggested that employment, sex, education, age, and color influence the differential assimilation of Puerto Ricans.

Zane, Patricia, "A Study of the Socio-Cultural Characteristics of Puerto Rican and Mixed Puerto Rican Families, Receiving Aid to Dependent Children Assistance, Honolulu County, Department of Public Welfare, Territory of Hawaii, October 1955." Master's thesis, University of Hawaii, 1956.

Zottola, Armand J., "Reverse Migration in Puerto Rico: A Case Study of Human Capital Investment and Technological Transfer." Ph.D. dissertation, Catholic University of America, 1973.

The sample consisted of 310 households of return migrants. While in the United States the occupational skills of the group were very significantly upgraded. Entrepreneurial activity was greater among those that remained in the United States more than 5 years. There was greater mobility and improvement among return migrants that had not resided in places with large Puerto Rican communities.